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ABSTRACT

The purpose of this study is to identify the issues, concerns, and challenges that will arise if whole language is applied to teaching English as a Foreign Language (EFL) in high school in Taiwan. Research questions include the following: (1) What are the issues, concerns, and challenges if whole language is applied to teaching English in Taiwanese high schools? (2) What educational implications for English education in Taiwan can be drawn from the discussion of these issues, concerns. and challenges? and (3) What proposals can be made if whole language is applied as an alternative approach to teaching EFL in Taiwan? The thesis is divided into five chapters. Chapter one is an overview of the purpose, context, and significance of the research questions. Chapter two is an examination of English education in Taiwan and the problems high school EFL students face when they go to college. Chapter three is an introduction to the whole language approach. Chapter four is a discussion of the problems facing EFL education in Taiwan, using the theoretical lens of whole language, and concludes with the judgment that entrance examinations, teachers' assumptions about teaching and learning, and the differences between learning English as a first and second language are the main barriers to applying the whole language approach in Taiwan. Chapter five concludes with proposals for the Taiwanese Ministry of Education, school boards, and EFL teachers interested in applying the whole language approach to EFL education. Extensive scholarly references, a bibliography, three tables, and five appendices are included. (KFT)

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CAN WHOLE LANGUAGE BE APPLIED TO TEACHING ENGLISH AS A FOREIGN LANGUAGE IN SECONDARY SCHOOLS IN TAIWAN: PROBLEMS, CHALLENGES AND POSSIBILITIES

BY

YI-HSUAN GLORIA LO

BEST COPY AVAILABLE

Submitted in partial fulfillment of the requirements
for the Master of Science degree
in the School of Education
Indiana University
(June, 1996)

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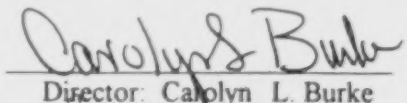

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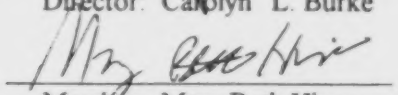

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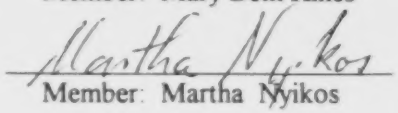

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Yi-Hsuan Gloria Lo
June, 1996
Bloomington, Indiana

c 1996

Yi-Hsuan Gloria Lo

ALL RIGHTS RESERVED

Dedicated to:

駱和順 黃月娥
my parents

吳政隆
my partner

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CHAPTER I

INTRODUCTION

Statement of Problem

For years, a large body of research has been done to identify the problems facing English education in Taiwan. Many educators have proposed different approaches/methods to solve the problems (Chen, 1993; Chen, 1995; Chang, 1992; Chang, 1995; Chu, 1986; Hadzima, 1989; Haakenson, et al., 1995; Lin, 1987; Hsieh, 1988; Lee, 1995; Lin, 1987; Shieh & Wu, 1988; Wu, 1988; Wu, 1990; Yang, 1984; Yang, 1985; Yang, 1993). A legitimate question to ask is: Can whole language serve as an alternative approach to be applied for teaching English as a foreign language in secondary schools in Taiwan?

In the past two decades, whole language has been the most influential movement in the United States (Pearson, 1989). What is whole language in terms of foreign language education? What can language educators in Taiwan learn from the whole language movement? Can whole language-- a Western philosophy-- be applied to Taiwan--Eastern classrooms where the educational system is rooted in a very different culture from the one in which whole language developed?

The purpose of the study is to identify the issues, concerns and challenges that will arise if whole language is applied to teaching English as a foreign language in high school in Taiwan. Library research coupled with the previous

studies done in graduate school as well as the author's personal experience as a student in Taiwan are used to answer the following questions.

Questions to be Answered

1. What are these issues, concerns, and challenges if whole language is applied to teaching English in secondary schools in Taiwan?

2. What educational implications for English education in Taiwan can be drawn from the discussion of issues, concerns, and challenges?

3. What proposals can be made if whole language would be applied as an alternative approach to teaching English as a foreign language in Taiwan?

Overview of the Thesis

This thesis is divided into five chapters. The first chapter is an overview of what the thesis is about, "Can whole language be applied to teaching English as a foreign langauge in secondary schools in Taiwan?" The purpose, background, and significance of the study will be discussed. In Chapter II, the author will discuss English education in Taiwan focusing on the current practices in high school and the problems facing English education when students go to college. Chapter III is an introduction to whole language. Starting with a discussion of how the whole language movement develops, the relationship between theory, belief and practice, the chapter introduces the major theorists who have contributed to the whole

language movement and the principles of whole language are presented. In Chapter IV, the author then explains the problems facing English education in Taiwan using the theoretical lens of whole language. It concludes that the entrance examination, teachers' assumptions about teaching and learning as well as the differences between English as a first/second language and foreign language are the main barriers for applying whole language. Coupled with these concerns, some issues have been raised. In Chapter V, the thesis concludes with proposals for the Ministry of Education, the School Board and English language teachers interested in significantly changing English education in Taiwan. I have also included my reflections on what English langauge education means to me as I move from being a student to being a teacher of English.

Significance of the Thesis

The significance of this thesis is to provide an alternative approach to English education in Taiwan so that teachers have more possibilities to recognize the problems facing them in their classroom, identify those whole language principles that can be more easily applied to their English classes and, finally, modify, if possible, some principles of whole language to suit the current educational system in Taiwan.

Because most of the research on whole language has been done in a setting where learners learn English as their first language, the second significant aspect

of this study is to expand the theories of whole language to include of teaching English in a foreign language setting.

Background of the Thesis

There is a body of research advocating the use of whole language to ESOL teaching/learning. Rigg (1992) states that whole language principles hold true in L2 (second language) based on two arguments. One is that L2 can be as fully developed as L1 (first language) if L2 classes are provided with a rich language environment, so that students focus on communicating with language rather than focusing on the language itself. The other argument is that L2, like L1 should be developed through interaction with peers. Holistic L2 classes create a strong sense of community both inside and outside of school, and incorporate a variety of collaborative learning activities into classroom practice.

Moeller (1993) claims that whole language philosophies are natural approaches leading to foreign language proficiency. She argues that the recent proficiency-oriented theory for foreign language learning not only overlaps with the philosophical grounds of whole language, but also enriches and deepens the whole language movement and classroom. Thus, Moeller further indicates that research and practice in the field of whole-language learning and teaching are applicable and directly transferable to the foreign language classroom.

Although the previous studies make a strong claim that whole language principles match the current theories of second language education, both Lem (1995) and Delpit's claims (1995) show two sets of issues that need to be taken into consideration. One is the differences between applying Whole Langauge to teaching English as a first langauge as opposed to applying it as a second (ESL) and foreign language (EFL). The other one is learners' different needs in different sociocultural contexts.

Lems points out that in an English as a first langaugae whole language classroom, oral fluency in a native language (speaking and listening) can be transferred into print medium (reading and writing) through different activities. However, there is no oral base in English for L2 (ESL & EFL) students to draw upon. Thus, there is no natural transfer from oral to written language. Particularly, when whole language is applied to EFL, EFL teachers have very limited access to English language materials and may themselves have limited proficiency in English. Moreover, EFL classrooms do not have the "speech-rich" (p. 9) environment available to ESL classrooms which are located in a English-speaking countries. Lems' claims have very important implications for applying whole langauge to teaching English in Taiwan where English is a foreign language.

[1] ESOL - English to Speakers of Other Languages. In this case, it can refer to English as a second language as well as foreign language.

Delpit expressed her concerns for using the whole language approach to teaching minority students in her book, Other People's Children: Cultural conflict in the classroom because none of her black students learned as quickly with this approach as her white students did. By minority students, she refers to students who speak English as a second langauge as well as African American students who speak English as their first language, but have their own dialect which is non-standard. Delpit explains that the longer she taught, the more her beliefs about the efficacy of holistic teaching changed. As she became more skills-oriented, her minority students made more progress in their reading and writing. Delpit concludes that minority children who do not come to school using the standard language will not have the same access to the "power code" (standard English) that the mainstreamed students do unless they are explicitly taught the conventions that are demanded by the dominant culture. For me, it is not a problem of teaching holistically, but a concern of how long it will take for these minority students to master the "power code" that will ensure their success in the future. I understand Delpit's position about the different needs of students based on the sociocultural context in which the students live and the limited time available in language classrooms for instruction. By extrapolation, Delpit's concerns imply that the Whole Language approach--a Western product-- cannot be applied successfully without taking into consideration the sociocultural perspectives of Taiwan.

In response to Lem's and Delpit's concerns and claims, a pilot study was conducted. Four doctoral students from Taiwan who are currently studying in the department of Language Education at Indiana University were interviewed with an open-ended questionnaire to elicit their feelings, opinions, and perceptions about whole language; and their willingness, expectations and concerns for applying whole language to Taiwan as well as reactions to some of the criticisms about whole language.

The results of my pilot study supported the arguments made by Lems and Delpit. All four informants indicated that the sociocultural context in Taiwan where students have to take entrance examinations, where the culture of teaching and learning is very distinct from that of the United States, as well as the differences between language environments are their main concerns for applying whole langauge to teaching English in Taiwan.

This thesis also attempts to arrive at a sociocultural understanding of what the entrance examinations mean to the people in Taiwan. If they are the main barrier to applying whole language, how likely it is that entrance examinations will be abolished? What are the assumptions the people in this culture hold for teaching and learning? What do these assumptions signify if whole language is applied? In addition, this thesis also challenges the most mentioned concerns and issues in terms of the differences between applying whole language to teaching English as a first/second and teaching English as a foreign language.

CHAPTER II

SECONDARY ENGLISH EDUCATION IN TAIWAN

There are two main components that shape the teaching and learning of English classes in Taiwan. One is the centralized educational system; the other one is the entrance examination. Education in Taiwan is under the control of the Ministry of Education, and is, therefore, very highly centralized (See Appendix A). The teaching in elementary and secondary school is prescribed by a Course of Study prepared and distributed by the Subject Committees. The Ministry of Education convenes the Curriculum Council, which in turns guides the Subject Committees to draft the Course of Study. Thus, the Subject Committees are responsible for designing the national standard curriculum. Once the Course of Study is published, all instruction and new textbooks follow what is prescribed (Smith, 1983).

In Taiwan, as in Japan, because there are not enough university places for all high school graduates who want to go to college, an examination system is used to select the entrants. In order that their students can go to college, both school and parents put all their efforts toward maximizing tests scores at the elementary level. Particularly, they understand that entrance into the best schools at the secondary level helps assure academic success at the college level (Hansen, 1979).

How then does English language instruction fit into the centralized educational and examination systems?

English Language Instruction

Because English is a required subject throughout secondary school (three years in junior high and three years in senior high), textbooks are distributed by the National Compilation & Translation Institute to every high school. It is from the high school that students get their English textbooks and the English teachers get a Teacher's Manual, in which teaching goals, procedures, and activities have been carefully prescribed (Appendix B). Under these circumstances, not only is there very little, if any, room left for the teacher to decide what to teach, the teacher must also cover specific items within a specific period of time because the curriculum has been designed by the School Board with monthly tests, competition tests, and final examinations during each semester. In other words, under this educational system the teacher's job in the English classroom is to follow the prescribed curriculum and cover the textbook. In this sense, it is not hard to imagine that students also have no choices. They rely solely on their teacher and view their teacher as the most, if not only, important source for them to acquire an understanding of the textbook, and for them to be prepared to do well on all the standardized tests. They have not been asked what they would like to learn in English classes, not have they thought of what those things are that they would really want to get out of the English classes beyond a high score on the examinations.

Entrance Examinations

The entrance examinations not only reinforce the centralized educational system of prescribed teaching materials, procedures and activities for the English classroom, but also determine the roles for the teacher and the students, the atmosphere of learning, and most importantly, the teaching methods.

The pressure to prepare for entrance examinations is reflected in the teaching in English classrooms (Hsiao, 1988; Liang, 1993; Young & Chu, 1993). It is so crucial for the teacher to make certain that students can get a high score on the entrance examinations, thus that the teacher feels that there is a need to tell students everything they can about the subject and in turn, what students have to do is to receive passively what the teacher has attempted to pour into their heads, in the hope that they can do well on the examination. As a result, there is usually little interaction or dialogue between the teacher and the students and students themselves (Ho, 1994; Wei & Chen, 1993).

It seems that doing well on the standardized tests is the ultimate goal for English classes. Both the teacher and the students put great emphasis on their daily quizzes, monthly tests, competition tests, and final examinations during every semester because doing well on these standardized tests is seen as the most essential way to assure accountability for the entrance examinations (Ho, 1994; Hsiao, 1988; Young & Chu, 1993). Moreover, in Taiwan, not everyone can go to a public senior school or college, especially those that are considered prestigious

Students need to not only do well on the standardized tests in school, but to perform better than their peers in the same class, better than those in other classes, and better than those in other schools because after three years of study they must compete with each in the entrance examinations--the results of which will decide whether or not they can be accepted to public senior school or college. Those who want to go to the top universities in Taiwan must be among the elite in their junior high school so that they can go to a top senior high school, which then enables them to enter the top universities after another three years. Therefore, from the first day of junior high school, students have to compete in every subject which will be tested on the entrance examination. English is one of those subjects. This fosters tremendous competitiveness among schools, teachers, classes, and peers, and sometimes even among the parents. English was first studied in China in the late Ching dynasty (1644-1911) with the purpose of gaining and assessing the knowledge of the West (Ho, 1994). Thus, the goal of foreign language study at that time was to learn English in order to read its literature or in order to benefit from the mental discipline and intellectual development. In addition, limitations in travel and slow communications made reading and writing the major focus, little or no attention was paid to speaking or listening (Yeh, 1992). Today the whole world is a global village in which there is a desperate need for frequent communication among people, especially in the increasing tour business and trade world. Besides, technology also fosters much faster and frequent communication.

Thus, not only reading and writing, but also listening and speaking are equally valued and necessary to meet communication needs. However, secondary school English classes in Taiwan have not changed the teaching method which only favors reading and a little writing because this teaching method is the most effective way to fulfill the requirements of the entrance examinations, which include reading, grammar, sentence construction, translation, multiple choice or fill-in-blank questions on word usage (See Appendix C).

The centralized educational system and the pressure from the entrance examinations have created a structure limited to the use of one particular instructional method, that of Grammar-Translation. The Grammar-Translation method has been practiced for years in most, if not all secondary English classes. This method views langauge as a combination of components. It is assumed that once students have mastered the basic parts, such as vocabulary and sentence patterns, they are able to produce the language with the separate parts they have learned.

Grammar-Translation Method

According to Richards and Rodgers (1994), the Grammar-Translation method was in fact first known in the United States as the Prussian Method, which dominated European and foreign language teaching from the 1840s to the 1940s, and it continues to be widely used in many parts of the world today. There are

some essential characteristics of this method. (1) The goal of foreign language study with this method is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development; (2) It approaches a language through detailed analysis of its grammar rules in order to deal with the task of translating sentences and texts into and out of the target language. A syllabus is followed by sequencing of grammar points throughout a text. There is an attempt to teach grammar in an organized and systematic way and the translation exercises are prescribed ; (3) It views language learning as consisting of memorization of rules and facts in order to understand and manipulate the morphology and syntax of the foreign language; (4) Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening; (5) Vocabulary selection is based solely on the reading texts presented in translation equivalents; (6) The sentence is the basic unit of teaching and language practice; (7) Accuracy is emphasized. Students are expected to attain high standards in translation; (8) The student's native language is the medium of instruction . It is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language (p. 3-4).

In the first semester when I came to Indiana University, I completed a project in Dr. Carolyn Burke's class, L502--Socio-psycholinguistics applications to reading instruction. In this project, I did a reading interview with ten students from Taiwan who were studying in different schools of Indiana University. When I

asked them, How did you first learn to read in your English classes in Taiwan? the essential elements in the Grammar-Translation method, such as vocabulary, sentence structures, grammar, translation, exercise and memorization highlighted their reflections on the learning experience in their high school.

"I looked up every word because you know, these is an entrance exam..."

"I checked every word by word and we learned the sentence structures..."

"I memorized every vocabulary and we learned the grammar and we did the exercises and answer the questions about the reading at the end of each lesson."

"I studied in detail and tried to understand every word in Chinese because we needed to know how to translate from Chinese into English and vise versa."

The results of the interview not only showed that the teaching method in Taiwan is based on Grammar-Translation but also showed that this teaching method had been practiced for at least the past two decades since the interviewees raged in age from twenty to forty-five. This claim is also supported by my recent conversation with a former junior high school English teacher who has been studying at Indiana University for the past two years. When I asked her how she taught English in Taiwan, her answer was, "Think about how you were taught in your junior high school and that was how we taught in my high school too."

Her words reminded me of my English classes in junior high school.

Reflections on my learning of English

The experience of learning English in my junior high school is still very vivid because there was a pattern for every week and every semester that could easily be identified. Every week, there are four fifty minute periods for English classes. Basically, we had to cover a new lesson every week. In the first period, the teacher asked us to turn to the back of the book where the vocabulary list was. Then, she asked us to repeat the new vocabulary after her several times. Meanwhile, we were asked to provide the equivalent Chinese meaning for each of the new English words. Then, the teacher made a sentence using grammatical patterns we had previously learned. Our job was to copy each sentence made by our teacher from the blackboard to our notebook.

I remember that at the beginning of the second period of a new lesson, I was always very nervous and busy memorizing the new vocabulary before the teacher arrived in the classroom. When she came, we were immediately asked to take out a piece of paper and to do dictation. The teacher said an English word and we had to spell it out with the Chinese translation by the side of the English word. As soon as we finished the quiz, we exchanged our quiz paper with each other. The teacher would lead us to discuss the right answers and our peers were supposed to correct the wrong spelling. These quiz results would then be handed in to the teacher. Sometimes, I received corporal punishment because of low grades. Often, I was asked to copy several times the words which had been spelled

incorrectly during the quiz. The main focus of the second period was the introduction of new grammar rules and new sentence patterns of the new lesson. I did not know what exactly was in my teacher's personal note book. However, when she presented the grammar rules and sentence patterns, it seemed to me that she organized them in a systematic manner with the hope that we could understand them much easier. We as students were busying copying what our teacher had written down on the blackboard in our notebook. Soon after the section was completed, we were then asked to open our textbook to the reading section. Again, we were asked to repeat after the teacher the sentences of the reading. Next, the teacher analyzed each sentence with the emphasis on the new grammar rules and new patterns we had to learn. Then, she translated each sentence from English to Chinese.

For the third period, we answered the questions after the reading and we did the exercises for new grammar rules and sentence patterns. This was the most scary part for me because we were asked randomly to stand up and to give the "right" answer for each questions or exercise. I was so afraid that I could not say the "right" answer. My peers sometimes were asked to stand as a way of punishment because they could not give the class the right answer when they were asked. As a matter of fact, giving the answer was the only opportunity I could really "speak" English by myself. However, in order not to embarrass myself in

front of my peers, I often wrote down the answers before the class. When asked by the teacher, I "read" the answer I had written, instead of speaking the langauge.

For the fourth period, we had a test for the new lesson. Phonics, vocabulary, grammar, reading, translation, multiple choices, fill-in- blanks sentence construction were the primary components in the standardized tests (See Appendix C). I am glad the junior high school English classes are over because I no longer have to do the exercises again and again in order to prepare for the test.

I did not know whether or not my peers liked English because we always learned either in our own seats or studied at home. Rarely did we have an opportunity to get together and discuss any reading in my class. However, one thing for sure, I think most of my peers, if not all, shared the same feelings as I did. That is, we were always very concerned with the "right" answers because it was all that mattered in the English classes. Getting back the test papers was always the most anxious moment for us. We were very afraid that if we made mistakes the teacher thought that we should not have made, we might get punished. The worse part was that everyone in the class would always know how well and badly others had done in the English classes because the grades would be displayed to everyone. I hated to be constantly compared with my peers or other peers in other classes. Learning English was not fun at all, but competition. The most influential of these learning experiences is that whenever I am producing English, either reading, speaking or writing, I do not feel easy getting along with English. Instead

of enjoying it, unconsciously, I tend to analyze the sentence patterns when reading, pay attention to grammar rules first when writing and am very concerned with the "correctness" of any English production. This is why I have had hard time expressing myself in either spoken or written discourse because I am afraid of making mistakes.

Problems Facing English Education in Taiwan

In the Spring of 1995, I took a course, L630--Topical workshop in foreign language education: theory into practice in FL & ESL with Dr. Martha Nyikos. For the final project, I did a survey on Freshman English (FE) in Taiwan in which I interviewed 16 students from Taiwan who were studying in different schools at Indiana University. When the 16 participants were asked to reflect on their expectations, interests, attitudes, motivations and feelings toward Freshman English, the findings were overwhelmingly negative.

Although only sixteen participates were interviewed in this survey, the main findings are supported by a large body of research (Chen, 1993; Chen, 1995; Chang, 1992; Chang, 1995; Chu, 1986; Hadzima, 1989; Haakenson, et al., 1995; Hsieh, 1988; Lee, 1995; Lin, 1987; Shieh & Wu, 1988; Wu, 1985; Wu, 1988; Wu, 1990; Yang, 1984; Yang, 1985; Yang, 1993) which has been done to identify the problems leading to the ineffectiveness of Freshman English in Taiwan. Many of

the problems actually result from the previous learning experience in their high school English classes. The primary problems can be summarized as following:

Problem 1: Lack of listening and speaking proficiency. It is not surprising at all that students lack listening and speaking proficiency because most of the emphasis in the previous 6 years of English education learning is on basically reading and writing for the sake of entrance examinations. According to Huang (reported from Young & Chu, 1993), English classes rely heavily on linguistic cues from texts. Text-based activities, such as grammar analysis of sentences account for about 83% of classroom time, whereas only 11% of instructional time is devoted to auditory activities. Unfortunately, even when the listening and speaking opportunities are given, the teacher-centered interactions pattern leaves very little room for the students to express their own ideas freely (Ho, 1994).

In fact, students' lack of listening and speaking proficiency can be observed when students enter senior high school. Chang used a questionnaire with 310 first-year-senior-high students (1992). The results showed that among the four skills (reading, writing, listening and speaking), more than 80 percent of students felt they had the best ability in reading (50.7%) and writing (33.4%), but less than 16 percent of students felt they had any ability in speaking (8.1%) and listening (7.7%).

Senior high school English class is a continuation of junior high school. Consequently, it is no wonder college freshmen feel inadequate to express themselves orally even after six years of learning English (Wu, 1988).

According to Krashen's Affective Filter Hypothesis (1983), he maintains that when the filter is low (that is, when students have high motivation, interest, confidence and self-esteem and low anxiety), the learner will receive more intake, which will enhance more language acquisition whereas when the Filter is high (high anxiety, low motivation, interest, confidence, and self-esteem) acquisition is less likely to happen. Unfortunately, lack of motivation and interest and low confidence and low self-esteem are the major problems for students in Taiwan studying English as a foreign language due to the instruction described above.

Problem 2: Lack of motivation and interest. Fourteen out of sixteen of my interviewees viewed English as just a requirement and most of them had not formulated any expectations or goals for the course. As one of the participants told me "requirement" for him meant that "it was something you had to take, no matter whether you liked it or not."

> " As long as I passed the entrance exam, nothing else was important."
>
> " I just wanted to pass it. I thought if I could past, I wouldn't have to have any contact with English for the rest of my life."
>
> "I didn't feel like taking this course because, you know, we just had passed the entrance exam. I just didn't want to study hard."

" I had to go to the boring class again. It was like a continuation of senior high school. We listened to the teacher explaining the reading and vocabulary."

"Routine. Stereo type style of teaching, instruction and curriculum."

The results of my interviews support Wu's study (1988) on why freshmen were "very indifferent" (p. 49) to participating in learning activities in their freshmen English classes. He did an investigation with 154 science major students. Among the eight problems identified, Wu concluded that the biggest problem is that students did not have intention/motivation for participating in oral communication in the classroom with their peers.

Lien also found that part of the reason why more than half the students (55%) claimed that they learned English was because of the entrance examination and they could not help but learn it. Only 15 (13.6%) of them said that they were interested in learning English. According to those who do not like English, they stated that it was because first, learning English is only for the sake of standardized tests. They felt that they were forced to learn English. Thus, they were resistant to learning English. Second, the teaching materials were too difficult and the content was complicated and not easily understood.

Problem 3: Low of confidence and low self-esteem. Lien also found that part of the reason why students have very low confidence and self esteem is because students' performance is often determined by the grades. Students are

very afraid of not doing well on the tests. Students are either constantly corrected, or sometimes, when students did not do a good job on the tests, they were often scolded or beaten by their teacher. As a result, students are afraid of expressing themselves in English because of making mistakes. It is often the case that students fail again and again on the tests. They also lose their confidence as well as their self-esteem.

Yang (1993) investigated 505 college students' beliefs about language learning and their use of learning strategies with an English Learning Questionnaire, which was composed from Horwitz's "Beliefs About Language Learning Inventory" and Oxford's "Strategy Inventory for Language Learning." There was a substantial group of students (61%) who either felt timid or expressed similar concerns about losing face, making fool of themselves, or being laughed at when trying to speak English to other people.

Yet, these students' opinions were not taken into consideration and did not become part of their experience of learning English.

Problem 4: Student needs are not fulfilled. Fifteen out of sixteen participants in my study were of the opinion that as a freshman they wanted to learn listening and speaking in English for two reasons. First, they stated that they had not had a chance to practice speaking English in their high school. Second, they viewed both listening and speaking as useful and practical.

"I would like to have more opportunities to practice speaking because we used not to focus on listening and speaking and spent too much time on reading and writing."

"Speaking is more useful. Students can really use it in the future."

Yang's study (1993) also found that among 505 freshmen, students generally placed a very high value on learning to speak English. Many students in the study believed in the importance and usefulness of speaking English and expressed a strong interest in learning spoken English. Ninety-eight percent of students wanted to speak English well.

Students' interest in learning to speak English is even evident before they go to college. In order to investigate what the first year students of senior high think of English reading and reading classes, Chang (1992) did a survey. A questionnaire was distributed in seven classes (310 students). When asked "Which of the four skills do you desire to improve most earnestly?" Almost eighty-eight of the students desire to improve their listening and speaking abilities.

Unfortunately, these needs have been almost completely ignored in high schools. Why don't high school English classes fulfill students' needs?

Problem 5: Misconceptions about learning English. In spite of expressing a desire to speak English many students' misconceptions of what English is and what it is for contribute to the ineffectiveness of English education. A summary of research findings follows.

1. English is memorization and repetition

Chang's study of 310 senior high school students showed that nearly half (49.1%) of the students expected " to memorize more words and phrases and more practical sentences. These expectations are also revealed in their response to the question. "How do you like your English classes to be conducted?" Even though 36.47% wanted more opportunities to speak English, still 24.8% of the students expressed that they wanted grammatical rules explained and sentence structures analyzed.

2. English learning is for learning vocabulary and grammar

Yang's investigation on 505 college students' beliefs about language learning and their use of learning strategies also showed similar findings. Eighty percent of them agreed that "the most important part of learning a foreign langauge is learning vocabulary words and grammar." Approximately 90% of the students believed that "language learning involves a lot of memorization."

3. Accuracy should be first emphasized.

In addition, more than 80% believed that it was very important to get corrected, especially at the beginning stage. They felt it would be difficult to correct their errors later on if beginners were allowed to make errors in English without correction. It is not surprising to find that 98% of the students believe there is a need to repeat and practice a lot. Nearly 97% of the students stressed the importance of excellent pronunciation.

My own experience of learning English as a foreign language, as well as data from numerous studies, clearly document the current state of secondary English education in Taiwan. The highly competitive examination system structured by a centralized hierarchy shape classroom practices that have negatively impacted the learning of English in many ways. Educators looking for solutions to these problems are turning to other approaches and models for language learning, particularly those being used in the United States. One of the approaches this author would like to consider is that of whole langauge, which is explored in detail in the next chapter.

CHAPTER III

WHAT IS WHOLE LANGUAGE?

> "I have witnessed many movements, fads, and panaceas--the whole-word versus phonics debate, open education, mastery learning, outcomes-based education, learning styles, neurological impress, the cognitive revolution, literature-based reading, to name but the most memorable. ... But never have I witnessed anything like the rapid spread of the *whole-language* movement" (Pearson, 1989, p. 231).

Why Whole Language?

A holistic way to start to talk about *what* whole language is to ask *why* there exists this growing movement of whole language.

To answer this question, first of all, I would like to share Watson's story (1995) of a teacher who the more she taught the angrier and more desperate she became.

> " I was doing everything I'd been told to do by my supervisors and my college teachers, and my kids were still frustrated and frustrating; unsettled and unsettling; bored and boring. And there was no joy in either their learning or my teaching" (p. 603).

Goodman's explanation (1989) about why whole language exists gives a very good response to the previous story. He views the whole language movement itself as an expression of dissatisfaction with some administrators, academics, and members of the general public who are imposing rigid and narrow educational

practices on teachers. Teachers are dissatisfied with the stronger-than ever accountability on standardized tests and a prescribed back-to-basics curriculum with a series of narrowly conceived textbooks based on unexamined assumptions about reading, writing, learning and language. Because of the frustration and lack of joy in teaching and learning that teachers have experienced with traditional education, they began searching for ways to be more responsible and knowledgeable professionals. All groups found it necessary to establish communication for collegial support. It was from their own dissatisfaction and their frustration, as well as that of their students, that whole language emerged and grew.

Whole Language: The Concept and the Term

According to Y. Goodman & Martens (1993), the term "whole language" was first used in the first picture book made for children in which John Amos Comenius wrote in 1887: " It is a *Little Book*, as you see, of not great bulk, yet a brief of the whole world, and a *whole language*..." Although Comenius did not have the same concept of whole language as we know it today, the beliefs he held for pedagogy are similar to those held by whole-language advocates.

The basic concept embodied in this term, whole language, means two things. One, it is "undivided" and two, it is "integrated and unified" (Goodman, 1989, p.210). The term whole language seems to have grown originally from a

concern for keeping language whole during instruction and for avoiding breaking language into bits and pieces for isolated skills. Gradually, whole language has grown into a philosophy not only of literacy development in which an exciting grass roots teacher movement is changing curricula around the world, but of learning in general that is mainly to do with teachers being heard and students becoming visible. (Watson, 1995; Weave, 1994).

Whole Language: A Grass-Roots Movement [2]

"Whole Language is a new response to an old argument" [the previous movements] (Y. Goodman, 1993, p. 26), such as Progressive Education, Language Experience Approach and Open Education (for details read Edelsky et al., 1991, p. 45- 76). A solid body of research in diverse fields, such as language acquisition and emergent literacy, psycholinguistics and sociolinguistics, schema theory and literacy theory, and ethnography, anthrophology, philosophy, and education (for more information please read Froese, 1991a, p. 6-9, Goodman, 1989; Powers, 1986; Smith, 1994; Weaver, 1994; Y. Goodman, 1989) have had great influence on the whole language movement , which in turn, has affected today's pedagogy, research, and teacher education programs and has had its effects on the changing nature of teaching and the learning in whole-language classrooms.

Major Theorists

During the past two decades, a large body of research and articles refer to some major theorists who have contributed to the on-going whole language movement.

John Dewey. John Dewey is a major twentieth-century philosopher (1859-1952) who believed that every child is strong, capable and eager to learn. Thus, he provided a theoretical rationale for exploring the roles of experience, democracy, and activity as the child inquires into significant issues and problems.
He maintains that it is the teacher's responsibility to help every child grow as much as possible in a child-centered environment in which the child may construct, create and actively inquire with the materials and the tools provided. As a result, with the control and information of realities, children have a variety of facts and materials that they want to learn about and in turn their language becomes more full and refined because children recount their experience with their social desire and in return they get the experience of other people who participate in their learning (Goodman, 1989; Y. Goodman, 1989).

From the child-centered view point, Dewey further argued that language was developed by real use, not by lessons. He believed that curriculum should be carried primarily through direct experience. For him, textbooks and teacher's direct teaching were secondary and hence inferior to children's own activity and

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Adapted from Goodman, Y. (1989). Roots of the Whole-Langauge Movement. Elementary School

work, which he perceived is the major vehicle for their learning because real work should not only constitute the abstract rules, but more importantly, the physical reality of life (Edelsky et al., 1991).

Vygotsky. L. S. Vygotsky is considered the most brilliant psychologist and relevant language philosopher for the whole language movement. He refuted the major concepts of Piaget's theories--the four stages of cognitive development theory, which maintained a development-precedes-learning instructional progression with the indication that educators should meet a child where he or she is developmentally mature and then provide a stimulus to trigger learning. By contrast, Vygotsky believed that instruction preceded or fostered development. The child can learn as long as sufficient demonstration and experience is provided. The notion of Vygotsky's zone of proximal development demonstrates that the learner is a social being. With knowledgeable adults or advanced peers who are communicating with him, learning can still occur even when the level task is somewhat beyond one's development (Hedley, 1993; McCaslin, 1989).

Maintaining that the language and experience provided by the society is a primary source for development, Dewey claimed that people learn a language by transforming inner speech from inside out, interacting with the socially stimulating environment, and finally internalizing the outside transactional force in one's own language system. Based on this claim, he offered a view of teachers as facilitators

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who mediate learners' interactions and transactions with the social world (Good, 1989).

Halliday. One of the contributions that M.A. K. Halliday provides to language learning is that he provides ways of understanding the power of the context of situation on learning and on language use. He perceived language learning as a process of learning how to assign meanings to the social contexts in which the language is represented (Goodman, 1989). Halliday contends that there are three ways of language learning that happen at the same time. They are "learning language", "learning through language", and "learning about language" (p. 210).

The notion of language learning that has had a strong influence on the development of whole language curriculum advocates the integration of language arts and other subjects. As a matter of fact, whole language teachers' exploration about what kinds of instructional experiences constitute natural and functional language use in the classroom is supported by questions discussed by Halliday. He has developed a system of functional grammar that draws the relationship not only between the study of language and the doers langauge within the situational context, but also in the dialogue between the doers' themselves involved in the process of language learning. In addition, whole-language programs reject a part-to-whole approach for literacy development based on two reasons. One is that both oral and written language are learned best and most easily in real speech acts

and literacy events that serve authentic functions. Second, children growing up in a socially literate environment can bring this knowledge to school based on their awareness of print (Y. Goodman & Martens, 1993).

Rosenblatt. Applying John Dewey's concepts to reading and literature in a classic book, *Literature through Exploration*, Louise Rosenblatt was the first to describe reading as a "transaction" (reported from Y. Goodman, 1989, p. 117) between the reader and the text. The notion of transaction implies that readers have the right to establish their own meanings from the reading based on their life experience and different background. That is, the purpose of reading is not learning how to read based only on rigid reading strategies, rather it is the reader who can make the connections between the text in print and the interpretations provoked by learners' diverse perspectives. Reading has been perceived as an interactive and transactional process in which not only does the text itself provide meaning to the reader, but the reader's personal knowledge also brings meaning to the text by transacting and interacting with the text. In other words, reading is no longer a one-way process in which the reader passively receives meaning from the text, but multidementioanl in that the reader plays an active role while reading.

Influenced by Rosenblatt's understanding of the reading process, whole language incorporated the idea of "transaction" to the reading program in which students' rich and complex interpretations were accepted as a way to perceive the relation between the reader and the text.

Smith & Goodman. One of Frank Smith and Kenneth Goodman's major contributions to the field of reading is their research on the reading process and its application to reading instruction based on the result of research from as early as the 1960's. Through working from different perspectives, Smith and Goodman both believe that reading is a unified process involving different cognitive activities, such as prediction, hypothesis and confirmation. Miscue research provides evidence of what Goodman termed the psycholinguistic guessing game in action (for learning more about miscue, please read Goodman et al, 1989). Smith and Goodman's views of the concept reading as a transaction between readers and texts provided a sound rationale for language -experience-based reading programs. Rejecting the notion that people learn how to read before they start to read, Smith and Goodman believe people learn to read through reading. This notion helped explain why children who were read to at an early age at home tended to be successful readers, and helped explain why immersing children in a rich reading environment relevant to their daily life experiences is an important aspect of a reading program (Y. Goodman & Martens, 1993). As we can see, this notion has become an indispensable element in today's whole language classroom.

Harste & Burke. The Whole Language Model demonstrated by Burke (1972, reported from Powers, 1986) views reading as always focused on comprehension within which three systems (meaning, syntax and grapheme-

phoneme) are not only shared, but also are interdependent and interactive aspects of a process. Jerome Harste and Carolyn Burke (1977, reported from Powers, 1986) state that all expressions of language (reading, writing, listening, and speaking) incorporate and utilize three systems (graph-phonemic, syntactic, and semantic) and that alternative language systems as well as alternative communicative systems (math, science, music, art, P.E., etc.) naturally support one another in reading and especially beginning reading instruction. Whole language supports this knowledge by integrating the four expressions, listening, speaking, reading and writing. Traditional school concerns, such as spelling, , grammar, phonics and handwriting are integrated in whole language classrooms into authentic language experiences.

Whole Language: Belief, Theory, and Practice

To help teachers understand the journeys educators might take as they create their whole language philosophy, Watson (1993) shares her model for a philosophy of whole language by starting with theory (hypothesizing), practice (doing), or with an established set of beliefs (knowing to be true). First, she believes that before attempting any holistic strategy, teachers need to be aware of the underlying theories and to articulate the supporting belief system for that particular experience or strategy they are putting into practice in their whole language classroom. Second, their practices prepare teachers to raise questions,

then to actively formulate theories (hypothesize, guess, have hunches) about those practices. Third, teachers can examine their values by bringing into existence their beliefs system into the classroom and by studying evidence gained from theorizing and practicing.

Based on her model for a philosophy of whole language, Watson believes that whole language teachers need to have a perspective on teaching instruction consistent with their beliefs. That is, a set of instructional practices should be put into operation based on the philosophical stance teachers take. However, this perspective and belief system are not unchangeable, but are continuously reshaping and evolving as teachers bring the theories into action in the classroom, gain new insights from the successful and unsuccessful practice, and refine their beliefs about how children learn and use language (Watson, 1994). As Watson (1989) states, whole language is "a spirit, an enthusiasm for teaching and learning that is supported by beliefs about teaching and learning (reported from Weaver, 1994).

Whole Language: Teaching and Learning

How have the theories, beliefs and practice shaped whole langauge? That is, what is whole language? Although the two words, "Whole language" seem to be the buzzwords in today's journals and books, this does not mean that there is agreement on what these two words mean. However, the diverse definitions for

whole language never go outside some fundamental aspects of the term, which in essence are the principles for teaching and learning that teachers hold in the whole language classroom as demonstrated below.

Students are the heart of learning. Whole language educators have strong roots in this Piagetian and progressive education perspective. They believe that everything is learned in mixtures of doing and reflecting and that learners are active participants in their own learning. In a whole language classroom, it is believed that each individual is a unique individual and is an active participant in their own learning. Thus, learning should be personalized to nurture individual characteristics and to respect the uniqueness of the learner (Froese, 1991a).

Whole langauge teachers perceive that it is the learners' purposes and intentions that drive learning (Goodman, 1986). In whole langauge classes, students are the center of the curriculum planning. In other words, curriculum will not be implemented without taking learner's interests and needs into consideration (Watson, 1995).

Watson claims that students' interests and needs can be achieved by students taking ownership and responsibility for their own learning. Choice is the beginning of ownership in the reading and writing. Within the classroom, choice occurs when students are offered curricular invitations. Whole language teachers value the creative and generative power of students and help them make good choices by offering them good and appropriate invitations. Whole langauge

teachers maintain that students will be empowered if the students themselves select most of the books they will read, choose most of the topics about which they will write, and decide most of the activities they have to do in the classroom.

To sum up, the individual's purposes, intentions, interests and needs are the internal force that motivate students' learning because learning will not be occur as a result of external imposition (Short & Burke, 1989).

Emphasis on meaning. Influenced by Dewey, whole language educators believe that learning is best achieved through direct engagement and experience. Whole language teachers view that language should be learned in an authentic, functional, natural, relevant, purposeful, communicative and meaningful way (Altwerger et al., 1989; Edelsky, 1991; Froses, 1991a; Goodman, 1986; Pearson, 1986; Waton, 1995). Language learning is considered to be a part of making sense of the world and for accomplishing purposes. It is learned best holistically in context rather than separating it into in bits and pieces in isolation. That is, teachers do not teach students how to read by first teaching them unnatural reading skills. Rather, students learn how to read by engaging in real reading. This perspective also applies to teaching writing. Students do not first learn the irrelevant writing strategies in order to write. Instead, they learn how to write by using writing in an authentic context in which learners' purpose and meaning can be communicated between one another.

Language learning is thus a whole- to-part process (Freeman & Freeman, 1993). Whole language teachers believe that as long as the focus is on meaning in authentic speech and literacy events, and not on language itself, young learners keep producing meaningfully and eventually will move toward conventions, such as spelling and punctuation as well as control over different kinds of genres. Attention to conventions and standard forms is a part of whole language programs but from the whole language perspective the priority in the langauge arts classroom is to construct meanings through reading, writing , listing, and speaking. Form goes hand in hand with meaning as language develops.

Errors are accepted as natural. Based on the notions discussed in the previous sections that language should be learned in a natural way and that meaning construction is the primary priority in the classroom, errors are viewed as a part of learning process that indicate children are involved in organizing their knowledge and searching for additional information. Language users not only can grow from the errors they have made, these imperfections also provide a great deal of information for making the next instruction decision (Watson, 1995).

Edelsky, Altwerger and Flores (1991) explain this view by providing the rationale from babies learning a language. They state that language learning involves hypothesis testing . Children hypothesize about certain features of language and test out a variety of ways of communicating. Depending on the responses of the community to their hypothesis testing, children add to their

knowledge about language. Before going to school, most children are rewarded for trying out different options (producing nonstandard form). Parents, grandparents, neighbors, peers, and siblings are often excited by young children's attempts to communicate and seldom *correct* their language in the home setting since they view communication as the purpose of the language. Therefore, teaching is not giving children the "right" answer, but providing them with resources that enable them to evaluate and revise their hypotheses. It is this process of reevaluation that makes learning happen.

Risk-taking is essential. Taking risks of trying new strategies is a necessary involvement of langauge learning. A developing reader must be encouraged to predict and guess as they try to make sense of print, to appreciate the miscues they make, to use spelling inventions to construct their meaning and to accept that imperfections are a natural part of learning (Goodman, 1986; Newman, 1991).

Authentic use of language arts. Babies use each aspect of langauge (the phonology, syntax, etc.) to make meaning, rather than waiting to use language until they have mastered each part of the langauge system (Edelsky, et al., 1991). Similarly, whole language activities are those which support students in their use of all aspects of language; students learning about reading and writing while listening, they learn about writing from reading, and they gain insights about reading from writing (Harste, Woodward & Burke, 1984, reported from Newman, 1991). The cueing systems of language (phonology in oral, orthography in written

language, morphology, syntax, semantics, pragmatics) are always simultaneously present and interacting in any instance of language in use (Altwerger et al, 1989).

In whole language classrooms, reading, writing, speaking, and listening are not isolated for instruction but rather are integrated just as they are in life outside the classroom. Children learn convention, such as standard grammar, spelling, handwriting, and articulation by using them naturally in an authentic langauge experience (Goodman, 1989).

Rich language environment. The environment as well as the situation is critical to meaning-making (Edelsky, et al., 1991). The classroom can provide a context for "real-life" language situations. It is the teacher's responsibility to ensure that the classroom should be a rich learning environment in which stimulating situations are encountered (Froese, 1991a).

Y. Goodman also perceives that the classroom itself is an essential strategy that promotes learning. Whole language classrooms foster learning communities in which students learn comfortably and productively. Thus, the role of the school must be to provide an environment in which children will expand their use of language in a variety of settings and situations and for a variety of purposes. In a supportive, rich environment where language is encouraged and there are plenty of opportunities to read, write, speak, and listen, children will make many discoveries about language. Additionally, the physical aspects of the classroom indicate to students that this is their learning place and that it deserves respect and care. This

learning environment also allows its occupants to meet in small groups or to have their privacy while engaging in learning (Yetta, M. Goodman , 1989, p. 116).

Learning as social. "Language is social." (Edelsky et al., 1991, p. 10). That view of language as social is based on two reasons. One is that learning in general occurs in social contexts and is mediated by others. It is used in association with other texts, other contexts, other people and other voices. Second, even learning through individual interactions with the environment is also counted as learning in a social context because the learners' meanings and memories have been socially formed and the conventions are shared with other people. Thus, learning is a social process.

Whole language takes seriously Vygotsky's notion of the Zone of Proximal Development, which entails stressing the importance of collaborations (between students and teachers and between peers) through which students can transact their own individual learning. Froese (1991a) discusses that language is a naturally developing human activity and as a result collaborative learning is encouraged as a social phenomenon used for communication purposes. Collaboration goes beyond working with others to learning from and with others. Through interactions with others, learners are able to take a new perspective on their learning as they try to explain their thinking to others and as they listen to the ideas that classmates have to offer. The role of the school can never be to teach language since children learn language naturally through their interaction with others and language and language

learning are social activities. They occur best in a situation which encourages discussion and a sharing of knowledge and ideas (Newman, 1991; Short & Burke, 1989; Y. Goodman, 1989).

What we can expect from whole language classrooms are communities of learners. Teachers learn with and from their pupils. Teachers share what they know with their pupils but collaborate with them in defining and solving problems and seeking answers to questions (Goodman, 1989).

Assessment includes process . According to Weaver, Y. Goodman and Froese, assessment in a whole langauge classroom has the following characteristics. First, assessment is collaborative. The teacher evaluates the student, but the student also engages in reflection and self-evaluation. Assessment may also involve peers and/or parents. In the reading cycle for example, peers give their opinions and ideas about each other's work. The teacher invites learners' parents to be involved in their children's learning throughout the school year. Parents' responses to their own children are another perspective to assess and evaluate the teaching and learning happening in the classroom.

Second, assessment is contextualized. In contrast to the traditional classroom where evaluation is often given on a particular day, (e.g., monthly test and final examination), assessment in a whole langauge classroom is ongoing and continuous. Additionally, it is not separated from their regular classroom practices, but intertwined with learning and teaching. The teacher can learn much

more about the student from observing the student engaging in the process of learning. The more opportunity the teacher has to observe individuals, the more the teacher can gain insights into how students come to know things.

Third, assessment is complex and multidimensional. Teacher and students look not only at the *products* the learners have produced, but also at students' *process* for reading, writing, and learning. Process writing is a good example that can best explain the idea of product and process. In the traditional English classroom where students are often asked to summarize the final product when they complete a work, the focus lies in how well students have done on their final work. In a whole language classroom, however, the writing process is as valued as the final product because students can learn as much from their process as from their product. Learners are given opportunities to share their ideas and to listen to opinions from different perspectives of the teacher and peers (Weaver, 1994, p. 337-339).

Fourth, assessment is informal and direct and consists of what Y. Goodman termed as "kid watching" (1989, p.119). Y. Goodman believes that the best alternatives to testing come from direct and, in most cases, informal observation of the child in various situations by the classroom teacher. The basic assumption in "kid watching" is that the development of language is a natural process in all human beings.

Fifth, assessment is diagnosis and feedback. Froese (1992b) believes that the most important purpose of assessment for the teacher is diagnosis and for the student it is to provide feedback. The most important information about whole language programs must come from teacher observation and assessment. Whole language teachers believe that the purpose of evaluation is primarily to inform learners themselves. Whole language teachers are cautious about what they accept as evidence of students' abilities and learning. They replace letter and numerical grading through student-evaluation, "kid-watching," and other whole-language assessment. Whole language teachers use portfolios of written work, pictures, anecdotes, and tapes, along with conference and written comments.

With this brief summary of the theory and practices of whole language I turn now to an analysis of the context of English language teaching and learning in Taiwan. Assumptions, practices, problems, and possibilities for change will be examined in light of the understanding of language learning that whole language provides.

CHAPTER IV

FROM WESTERN PRINCIPLES TO EASTERN PRACTICES

English teachers in Taiwan have proposed different ways of approaching these five problems facing English education that were described in Chapter III. Basically, the proposed changes can be divided into two patterns. One approach is to add language skills, especially listening and speaking to the curriculum, and the other one is to teach students by integrating the four language "skills" but still within the existing educational structure. Both patterns of proposed change have been focused on improving the listening and speaking abilities of freshman English students.

Listening/Speaking are the language skills most frequently mentioned since high school students are often criticized because of their lack of speaking ability. Different strategies of how to increase speaking opportunities both in and out of school have been discussed. Chang (1992) concluded in her case study that students' listening skills could be developed by different activities, such as brainstorming, process writing, pair work and small group discussion. Yeh (1992) proposed that the teacher should provide students with opportunities to listen and speak in the classroom. Speaking and listening should also be part of students' assignments out of school. Liu (1992) maintained that listening/speaking can be reinforced through effective reading instruction. For example, teachers should

make sure students learn how to pronounce new words and how to speak using the grammar rules previously learned.

The other way of approaching these problems is to teach students by integrating the language skills with the hope that the problems will not happen in the future. For example, Huang (1992) explained how students' learning can be maximized by understanding the relationship among four language skills and how their language skills can be improved by drawing on the basic elements of pronunciation, vocabulary and grammar. Tseng (1992) thinks English can be learned very well by memorizing vocabulary and dialogue and understanding reading and grammar as well as listening to English programs every day. Both scholars are arguing for minor, surface level changes without critiquing their own (or the education system's) underlying assumptions of how language is learned. Let's turn, then, to examine more closely the meanings of these proposed changes.

The researchers discussing the previous two approaches are arguing for minor surface level changes without critiquing their own underlying assumptions of how language langauge is learned under the current educational system. It is true that more speaking and listening opportunities should be given in the classroom since students lack these language skills. It is also very positive to start to work on the potential problems that students might face by providing them with some learning guidelines. However, the extent of the proposals mentioned previously mostly lie within the framework of the current educational system and

the same theoretical framework. Except for adding more opportunities for students to speak and listen, the same series of textbooks is used; the same Teacher's Manual is consulted; the same teaching method is applied and eventually the main focus is still on how to prepare students to do well on the entrance examination. These approaches still view language as separate skills and are composed of the basic language elements of vocabulary, grammar and sentence patterns, which somehow add up to a whole of eventual fluency in English. If I take a meal as a metaphor, reading and writing are the main dishes, and speaking and listening are the desserts, which serve as an extra bonus for students but the minimum "nutrients" for the standardized tests are reading and writing. A bigger picture about what teaching/learning is and what it means to learn English is missing.

In the following sections, the author will examine the phenomena and problems described in Chapter II by using the theories discussed in Chapter III to explain why many students in Taiwan (1) lack speaking and listening abilities; (2) lack motivation and interest; (2) have low confidence and high anxiety in using English, particularly speaking; and (3) have some misconceptions about what English is and what it is for, and how these misconceptions have affected the teaching and learning of English in college. A description that contrasts a whole language philosophy and EFL teaching in Taiwan follows. (See Table 1)

Table 1

Contrasts between WL & EFL in Taiwan

Whole Language Philosophy	vs.	English Classroom in Taiwan
a. Learners are the center of learning	vs.	Entrance examination
b. Emphasis on meaning	vs.	Emphasis on form
c. Errors are natural	vs.	Errors are harmful
d. Authentic use of language arts	vs.	Isolating skills for practice
e. Rich language environment	vs.	Limited English environment
f. Learning as social	vs.	Learning as individual achievement
g. Assessment includes process	vs.	Evaluation of product only

Preparing for the Entrance Examination is the Center of Learning

From the perspective of whole language, college freshmen lose their motivation in learning English because of the learning experience during the previous six years in secondary school in which *standardized tests* are the center of learning, teaching and curriculum. In addition, these standardized tests even decide what English is and what purpose it serves.

In contrast, l*earners are the center* of teaching/learning in the whole language classroom. It is believed that learners can be active participants who can take charge of their own learning by giving them opportunities to take ownership

and make choices. From a whole language perspective, learning starts from learners' needs, interests and purposes. It is learners themselves that make learning happen. The teacher is a facilitator who helps students mediate learning. In contrast to these beliefs, from the first day when students in Taiwan enter junior high school English class, there is a prescribed goal, perhaps only one, in their mind. That is, to do well on the entrance examination after three years of study. To fulfill the prescribed ultimate goal, there are required textbooks and a Teacher's Manual in which the teaching goals, teaching tips, teaching procedures and teaching activities are prescribed, and distributed by the Ministry of Education. To follow the prescriptions closely, the School Board sets up monthly tests and final exams. To do well on the standardized tests, the teacher gives daily quizzes and weekly tests. But from a whole language perspective, motivation comes from internal sources instead of external imposition. The internal motivation comes from students' purposes, intentions, interests, and need to learn. External imposition means that students have no choice but following the prescriptions hoping they can do well on the standardized tests. Instead of asking themselves what English is for and what they want to learn from the English classes, their internal motivation has been shut down by the ultimate goal. Rather then being given chances to be active learners, to empower themselves by making choices and by taking responsibilities for their own learning, their minds have been filled with all the prescriptions given from the teacher as the conduit for the authority of the

Ministry of Education. The ultimate goal established for them by authorities thus becomes their main purpose for learning English. That is, learning English is for preparing for the entrance examination by doing well on the standardized exams.

A small number of students follow these prescriptions very closely and do very well on the entrance examination for senior high school. These are those students who go to the top public senior high school. Therefore, the external motivation for learning English is rewarded. Since students have to pass the Joint College Entrance Examination (JCEE) after another three years of learning in senior high school, the external motive for passing the JCEE still keeps driving students' learning in English classes. For them, English classes are a continuation of junior high school English classes. If what they did in junior high school worked on the entrance examination, it would also work on the JCEE. Often, these students are very likely to succeed again in the JECC because their way of learning fits the expectations of the examinations, which emphasize reading, some writing and mostly decoding skills. For these students, learning English means a lot of memorization and repetition and a belief that vocabulary, grammar and sentence structures are the most essential parts of English. But then the small amount of students who used to do very well in their high school find that they are not as motivated as before because the external motivation disappears when they go to college. Nobody will tell them what to learn, how to learn and there is no ultimate goal set beforehand by the teacher, the School Board or the authority.

On the other hand, those who do very poorly on the entrance examination for senior high school might not be able to study in senior high school. Most of these students go to vocational schools in which English is no longer the main focus of their learning. That usually means the end of their English learning. The majority of students who only do fairly well have to start another three years of a struggling journey with English when they go to senior high school. Although their previous hard work is not rewarded on the examination, most of them would still keep working on English (spend time on it following all the prescriptions again just as they did in junior high school) because they understand that English will be tested on the JCEE. Without putting some efforts into this subject, it is very unlikely for them to go to good (public) universities. They do not have much choice but to force themselves to study. For these students, English becomes a tremendous amount of memorization and repetition of vocabulary, grammar rules, sentence patterns or even reading because they did not learn very well in junior high school, and a big burden they can not get rid of. The majority who have been struggling a lot with learning English simply give up learning when they go to college. Since Freshman English (FE) is a requirement, students show up in the classroom with very negative attitudes about English (boring and difficult) and low expectations (I just passed the entrance examination I do not want to study any more) as revealed in my survey and previous studies (Hsiao, 1988; Lien, 1992; Young & Chu, 1993). If they had a chance to decide whether they could take FE,

most of these students would definitely not take it. To them, the end of the FE means the end of the struggle with English.

To sum up, students who have been externally motivated to learn English for entrance examinations are not as motivated as before because there is no external reason for them to work hard once they are in college. Those who have struggled to learn English in high school tend to give up learning English when they have a chance to choose whether they would like to take English because for them English becomes a burden and frustration or even a nightmare.

For years, college instructors have devoted their efforts to motivate students to learn by encouraging students to be active participants in the classroom. Most of the time, they start to involve students in the activities which require students to speak. Not only do the majority of students feel inadequate to speak up in front of others, they have very low confidence and high anxiety when expressing themselves in English. I suspect these negative affective factors do not only happen while they are speaking, but also when they are writing too because these negative emotional responses as a matter of fact result from the previous learning experience in high school where most of the time only reading and writing are emphasized. From a whole langauge perspective, there are two reasons that can explain these emotional responses. One is that students are more focused on the *correctness* than *meaning* of the utterances they are producing. The other is that

language learning has been viewed as *competition* instead of *collaboration*. These issues are explored in greater detail below.

Accuracy is the Goal of Teaching

In a whole language classroom, teachers believe that language is best learned in an authentic, functional, natural, relevant, purposeful and communicative way that emphasizes *meaning* whereas in Taiwan English education focuses on *accuracy* due to preparation for future entrance examinations. These two different sets of beliefs have generated very different practices in teaching and learning, which are summarized by the following four areas of contrast.

1. Engagement & experience versus memorization & repetition. For a learner, meaning signifies making sense of the world. Hence, whole language teachers provide a very rich environment in which learners can learn a language by direct *engagement* and *experience*. In Taiwan where accuracy is put first often times it requires much *memorization* and *repetition* to assure that students can produce the grammatically and lexically "right" answer on the standardized tests. Activities that are not directly related to help produce the "right" answers are usually avoided. Language experiences that do not lead to one "right" answer are viewed as distractions.

2. Authenticity versus skills. The notion that language is learned in a natural, functional, and purposeful way also drives whole language teachers to pay a great amount of attention to authenticity. Children are taught how to read by engaging in real reading, and likewise they learn how to write by experiences in writing itself. In contrast, in the English classroom in Taiwan, what students can really learn out of reading is not as important as whether they have learned the skills to "tackle" the problems in reading and to be able to get the "correct" answers to the factual questions asked. Only reading and writing skills are tested on the entrance examination. The other two skills, speaking and listening are neglected. English is not only broken down into separated skills, but only emphasizing two skills destroys the authenticity (completeness) of a language. It is no wonder that for most high school students in Taiwan, mastering language skills is what leaning English is all about.

3. Whole-to-part versus part-to-whole. In a classroom, when both the teacher and students are communicating with each other and trying to get their meaning across, attention to conventions (e.g., spelling and punctuation) and standard forms (e.g., grammar rules and sentence structures) is not the first priority. It is *meaning* that keeps the communication as a "whole." Without meaning, the "part" such as conventions and standard form are meaningless. Therefore, it is when the meaning has been delivered first, conventions and forms follow to help make the meaning clear or clearer. For a whole language teacher, it

is in the so called "teachable moment" that learners need to use the conventions and forms to carry on their communication and get the meaning across to others. During these moments correct form and conventions are introduced. Unfortunately, this is usually not the case in English classroom in Taiwan. We tend to build up a language in a part-to-whole method, thereby breaking English into bits and pieces in isolation. It is assumed that students should first learn vocabulary, grammar rules and sentence structure, then they will be able to use these skills to fill-in-the-blanks on the tests and get the "right" answer. Seldom do teachers engage students in real reading (whole) during which students can learn to guess the meaning of vocabulary from the context, let alone ask students to figure out the grammar rules and sentence structures from the context of the langauge texts in the classroom.

4. Errors are natural versus errors are harmful. The most crucial factor that plays a role in determining whether students are confident to produce language with low anxiety is teachers' attitude toward students' errors while acquiring a language. Whole language teachers view errors as a natural part of the learning process when meaning construction is the major concern when communicating. Often, errors indicate learners are showing their language development. For example, even with the spelling children invent, learners can grow from the errors and teachers gain a great deal of information for making the next instructional decision.

When teachers have a positive attitude about the role of errors in the language classroom, learners will be more willing to take risks when experimenting with language and to get their meaning across. More importantly, those teachers who view errors as natural tend to not be rigid regarding only one "right" answer. Learners are encouraged to experiment expressing themselves with different communication systems (e.g., drawing, music, art, dancing etc.), which indeed show that learners are organizing their knowledge and searching for additional information in different ways. English teachers in Taiwan have a totally different view about errors produced by students. Given that accuracy is the main goal of learning English in order to do well on standardized tests and eventually entrance examinations, errors are viewed as harmful to the test scores. Moreover, errors are perceived as indicators of students not being diligent. Errors are obstacles that prevent students from succeeding on the entrance examination. Therefore, errors should be eliminated. The way in which teachers eliminate errors is to test students constantly. They believe that the more tests they give students, the more students will put effort into studying, the less errors students will make. Students feel ashamed of the errors they make because they only not receive low scores, but also receive additional punishment. Often, they have to copy the "right" answers several times for the errors they make on the tests. These practices have resulted in students' low confidence because they are constantly corrected. They also cause students' high anxiety when producing English

because they need to be very concerned with whether they have produced the "right" English. Even when they talk they are concerned about whether they have "excellent" pronunciation. They believe that if they make errors that are not corrected immediately, the errors can not be eliminated, but will become fossilized.

English Learning is Competitive

Whole language advocates believe that learning a language is social, that it is associated with other texts, other contexts, other people and other voices and therefore, they stress the importance of collaboration. Collaborative learning is encouraged as a social phenomenon used for communication purposes. Collaboration enhances working with others to learn from and with others. It is through interactions with others that language development naturally occurs because learners are given opportunities to listen to others' ideas, take a new perspective on their learning and try to explain their thinking to others by using the language they have learned. The role of the teacher is to learn with and from his or her pupils. The entire classroom is a community of learners that collaborates with each other in defining and solving problems and seeking possible answers to questions raised.

Unlike the whole language classroom where learning is social and collaborative, the English classroom in Taiwan is very isolated and competitive.

By isolated I mean that most of the time, if not always, students sit on their seats listening to the teacher and take notes on what the teacher has written down on the board. Since speaking skill is not tested, students are not given many opportunities to practice speaking English to each other. Even when students write, they write the "correct" answers on the tests papers. There is not too much that can be discussed about the "correct" answers because there is no question that they are "right". As a consequence, very few interactions between the teacher and the students and even fewer between the peers themselves take place. Learning English becomes each person's responsibility which they prepare for at home and individually. One the other hand, the pressure of preparing for the entrance examination fosters a great deal of competition among peers too because English is one of the subjects that students have to compete on for future opportunities. For example, individual scores on monthly tests will always be shown to the rest of the class, and school, which is an important indicator of how well they are doing in the districts and the possibilities of going to senior high school and college. Consequently, students learn English with the idea of competing with their peers.

Part of the reason that students are not confident and anxious to speak up results from the their lack of competence in speaking. We also should remember that the years of isolated and competitive learning that only emphasizes learning as a "product" makes the learning happening in a social context difficult because

students have not learned that "process" is part of learning, they do not know they can learn with and from each other through the interactions in a social context. Even for college freshmen who have already passed their entrance examinations, psychologically they still perceive learning is as a matter of competition, and they feel that they are under pressure to be better than others. They do not believe that they can learn from peers as much as their teacher.

The above discussion also reveals that the philosophy of whole language (engagement, experience, authenticity, meaning, whole-to-part, errors as natural, process, socialization and collaboration) provides a very solid theoretical rationale to explain why the current practices in Taiwan (memorization, repetition, skills, form, part-to-whole, errors as harmful, product, isolation and competition) create problems for English language learners and teachers. But the question remains, "Can the philosophy of whole langauge help solve the problems facing English education in Taiwan?"

It also seems reasonable to blame the entrance examinations for most of the problems facing English education in Taiwan. Because of the entrance examination, students are not intrinsically motivated. Doing well on the standardized tests becomes the core of learning. Students have very low confidence and high anxiety in learning English since accuracy is the major goal and competition determines access to limited resources. It seems to show that as

long as there is an entrance examination, the practices in English classrooms in high schools under the current educational system will remain the same.

This role of the examination system was supported by work that I did with Dr. Mary Beth Hines in L630--"Textural practice and cultural politics." I interviewed four doctoral students who are studying in the department of Language Education at Indiana University regarding their concerns about applying whole language to teaching English in Taiwan. All four interviewees singled out the fact that the teacher has to follow the national curriculum in order to prepare students to take the entrance examination. Their words seemed to imply that from the Ministry of Education to the school, to the teacher; few people are willing to take a risk by not following the current practices because for years these practices have seemed to be the best way to maximize to the score on the standardized tests. Can the whole langauge philosophy help solve the problems facing English education in Taiwan? Can whole language be applied in high schools if there is a partial reform in the current practice of the entrance examinations? Or do they need to be abolished altogether?

I believe that any "reform" would not really change how language is taught and learned. Hsiao (1988) indicated that viewing the entrance examination as learning motivation is the "cancer" (p. 145) of the current educational system in Taiwan. Therefore, he expressed that it was very unwise to spend time preparing for standardized tests. He proposed not to have the current competitive and

discrete standardized tests during the first and second year of junior high because these are the most enlightening two years for beginners. Moreover, due to the lack of speaking and listening abilities, Yeh (1992) proposed that speaking and listening should be developed by providing more opportunities in listening and speaking in class and by giving students homework in listening and speaking. These two skills should be included and tested in the standardized tests of the first and two years of junior high school.

Hsiao and Yeh's proposals reveal that any kind of reform cannot ignore the fact the there will be the entrance examination. However, I do not believe that the partial reform in the previous two years will make applying whole langauge easier. As long as the School Board, teachers, students and parents would like to make sure that students do well on the entrance examinations, the intentions of the proposals cannot be completely carried out.

I believe that elimination of the entrance examination system is very crucial for putting whole language theories into practice. The first challenge for implementing whole language to teach English in secondary schools in Taiwan is to examine how likely it is that the examination system will be abolished.

Sociohistorial Context of the Examination System

On a surface level, the examination system seems only to decide who will and who will not go to senior high school or college. Although the examination

system has been used as a fair means to determine who those qualified people are and to where they should go, the deeper significance of the examination system is to reinforce the hierarchical system that was formed during the Han Dynasty.

How did it first start? The examination system was originated during the Han Dynasty (201 B.C.- 8 A.D.). Because of a collapse in the central authority, the Emperor attempted to regain control of the society. The emperor thus asked the feudal princes who had control over the provinces of China to send qualified men to serve the emperor and to help him regain the control (Smith, 1983, pp. 35-37).

To fulfill the wishes of the emperor, Confucian classics as founded by Confucius (551-479 B. C.), was used as a device to test young aspirants who would like to be civil servants as their future goal. The study of human relationships showed how through proper behavior, respect, and honor these relationships can create peace, harmony, and happiness in a society. Preparing for the examination required a tremendous amount of time and work, such as memorization, repetition, and practice. In the old times, people believed that it took at least 10 years of hard work. Often, if one failed, he would try again the following year. Some were still taking examinations until they were very old. Once the young aspirants passed the examination, their biggest responsibility was to be loyal to the emperor and help the emperor rule the whole country. This centralized system of politics, as well as the traditional Confucius's focus on

human relationships, has been so ingrained in the Chinese society that eventually a classical hierarchical system was formed (See Appendix E). Under this hierarchical system, children would give absolute obedience to elders, teachers and parents, who would then give complete obedience to their direct superiors at work, who would show total obedience to the emperor.

Significance of the examination system. The examination system does not serve the purpose for selecting the qualified men to serve the emperor, but the preparation process reinforced Confucius' philosophy of diligence, practice, and memorization. But more importantly, the examination system served to assure a top-down hierarchically centralized system, since only a few people would pass the examination and stay at the upper part of the hierarchical system. The majority of the people would remain at the lower part of the hierarchical system and would be ruled and controlled by the small amount of people at the top, led by the emperor. On the other hand, since passing the examination required a tremendous amount of devotion and hard work, those who succeeded in the examination were well honored and respected by the family and the community. Besides, success in the examination was also associated with power, control, money and high social status as a consequence of serving the emperor. People who were in the lower part of the hierarchical system perceived the examination as a great opportunity for them to honor their family and community and to increase the social status by hard work, succeeding on the examination and serving the emperor.

Today in Taiwan the emperor no longer exists, but the characteristics of the emperor's centralized system still can be seen in the centralized educational system. The Ministry of Education takes charge of what, how and when to learn as was discussed in Chapter II. The existence of college simply replaces the status of the emperor, which symbolizes the greatest honor. The significance and result as well as the process of preparing for the entrance examination for college are basically the same as preparing to serve the emperor. The entrance examination under the current educational system not only determines who and which university the students should attend, it also consolidates another hierarchical system with the college at the top because only a certain number of people can go to college. Similarly, students also need a lot of hard work, memorization, repetition and practice in order to pass the examination for senior high school to go to college. Those who pass the entrance examination, especially those who go to a top university receive a great deal of admiration and respect from the society because going to college signifies the self-actualization of traditional Chinese values, the pursue of the highest level of knowledge, and upper social status given by the hierarchically centralized educational system.

Given the sociocultural context in which the examination system has been practiced for thousands of years, the entrance examination is in fact a "product" originated from the centralized political system, and in addition supported by people's traditional values influenced by Confucianism. For years, although the

entrance examination has been criticized for its negative effects on education, seldom do people deny it's fairness as long as there are only a certain amount of people who can go to college. As people have claimed, it is not the best way, but the fairest way. In other words, the entrance examination is inevitable as long as the hierarchically centralized educational and social systems remain as usual. To abolish the entrance examination is surely a big challenge because it implies the possible collapse of the top down hierarchically centralized social system, which has been rooted in this culture for thousands of years. If issues such as who should take charge of learning and teaching, and what can be used to decide who goes to college cannot be fairly solved, the elimination of the entrance examination is very unlikely.

Assumptions about Teaching and Learning

The entrance examination has brought many negative effects to education as we described Chapter II and above. Often, the entrance examination has been accused of being the origin of all the problems and the biggest obstacle for educational reform. As we discussed previously it is true that whole language is not very likely to be applied to teaching English in high school because of the entrance examination. However, can we assume that once there is no entrance examination, there will be no problems applying whole language? *Definitely not* !

As a matter of fact, the notion that teachers tend to perceive the entrance examination as the source of problems and the major obstacle to educational reform sometimes makes applying whole language even more difficult because "entrance examination" seems to serve as an "answer" for not being able to apply whole language. Seldom will teachers examine the underlying assumptions held for learning and teaching in their English classroom. It is actually these underlying assumptions that bring more challenges for the implementation of whole language because they are very different, if not totally opposite, from the philosophy of whole language. According to Gardner's (1992) research in China, there are five assumptions dominating the current practice of education there. These five assumptions, summarized in Table 2, also undergird the educational system in Taiwan which shares the same sociocultural roots with China.

Table 2

Contrasts of Assumptions about Teaching and Learning

1. Students should respect their teacher as an authority figure and source of knowledge
Teachers and learners share knowledge in a learning community

2. There is one "right" way and many "wrong" ways.
Risk-taking is encouraged and different communicative systems are supported

3. There is an order for learning.
Learning is not prescribed in a specific sequence

4. Skills should be placed before creativity.
Learning skills are embedded in the creative process of making meaning

5. Children should be taught and molded.
Children are sophisticated language users whose potential should be nurtured

First, students should respect their teacher as an authority figure. The Chinese people accepted means of handing down knowledge and performance standards is from one generation to the next. Traditionally, people must look in two directions: upward, toward those who have authority; and backward, to the practices of the past. All knowledge has been established by the authority in the past. It is viewed that teachers' major responsibility is to pass down the "facts" truthfully to their students. In turn, students should respect their teacher as an authority figure that is the most important source of knowledge. Learning from peers or other sources is considered much less trustworthy.

Second, there is one "right" way and many "wrong" ways. For the Chinese, education is supposed to develop a person's body, knowledge, morality and sense of beauty. On the daily basis, everyone knows just about what to expect and how it should look; any deviations are readily noticed and considered as an embarrassment. The "right" way is beautiful and should be enacted whereas the "wrong" ways are ugly and should be eliminated. Hence, the teachers put forth tremendous effort guiding students toward the "right" answers. Furthermore, often students are asked to master the factual material and commit complex arguments to memory with accuracy.

Third, there is an order for learning. The Chinese educational system has a capacity to take the most complex activity, break it down into the most basic component parts, start the students out on the smallest part, and have the teacher

polish it, students perfect it and then move to more complex and more impressive demands.

Fourth, skills should be placed before creativity. Chinese teachers believe that skills are the most essential elements of learning. They are fearful that if students are not taught skills early on, they may never acquire them. In other words, there is no comparable hurry to cultivate creativity at first. Chinese teachers believe that acquisition of skills is a must for creativity. Once the skills have been acquired, eventually creativity will emerge naturally.

Fifth, children should be taught and molded. Chinese people view students as a blank slate before they go to school. Therefore, it is the teacher's responsibility to teach them what they should know. Also, it is believed by the Chinese people that childhood is unpredictable and unproductive so that the purpose of education is to eliminate this unpredictability and lack of production and mold students to think and behave in a more predictable and productive manner.

Contrasts with Whole Language Philosophy

Because of the assumption that children should be taught and molded, even if there were no entrance examination and thus standardized tests might not be the center of learning, still students would not be the center of learning as advocated by a whole language philosophy. The teachers in Taiwan assume their major

responsibility is to be in control and to make sure that students will "learn" what they are "supposed" to learn. In addition, in an English classroom where English is a foreign language it is very hard for teachers to believe that learners have the ability to construct their meaning even if a rich environment is provided and it is also very hard for teachers to imagine that it is learners' inner motivation, such as intentions, purposes, and needs that drive learning. They assume without their direct teaching, learning will not happen.

Eliminating the entrance examination would not change the popularity of the Grammar Translation method because of the belief that skills should be taught before creativity. The Grammar Translation method stresses the importance of building on students' skills. Without the entrance examination, English teachers might not only teach reading and writing skills, they might add two more skills, listening and speaking, to teach students. However, it will not change how teachers perceive the role of skills in language teaching, or the belief that language is a set of discrete skills. They assume that students will only be able to construct their meaning when they have learned the skills. It is very different from the assumption held by whole language educators that *meaning* is the core of language learning and skills will gradually emerge during the construction of the meaning. Students are encouraged to create their own meaning in different ways.

Without the entrance examination teachers might not follow as rigid an order for each lesson. But as long people in this culture grow up believing that

learning should be delivered in a certain way so that students can learn more effectively and efficiently, teachers will continue to teach with a particular order in mind. Two of the principles from the Standards for Junior High School Instruction (See Appendix F) illustrate this belief about learning.

> Sentence patterns and vocabulary should be controlled. *Sentence patterns should be taught from the short and simple ones to the complex and complicated ones.* Frequently used vocabulary should be introduced first. Book III covers 217 new words.
>
> The sentence patterns and grammar concepts introduced in this book are sufficient for students to use at the current stage. Do not supplement this series with outside teaching material in order not to put too much burden on students or *disturb the learning order.*

Based on the Vygotsky's Zone of Proximal Development, whole language teachers do not believe learning should follow the development-precedes-learning instructional progression in which a certain learning order should be followed. Rather, whole language teachers believe that the learner is a social being so that "even when the task is somewhat beyond one's development, learning can still occur if knowledgeable adults or advanced peers are communicating with the learner.

Given that Chinese people believe that there is one "right" way and several "wrong" ways to do things, even without entrance examinations, "accuracy" might still be the goal of instruction because the "right" way should be promoted. Eliminating the entrance examination would probably not change teachers'

negative attitude toward errors because "wrong" ways should be corrected. If teachers tend to perceive things in an either-wrong-or-right way, teachers would probably not appreciate the way that whole language teachers encourage their students to take risks to construct their own meaning, even to the point of using different communicative systems (e.g., drawing, music, dancing, etc.). They are not only concerned about the "right" production, but with producing only "English", since they would assume that in Taiwan where English is a foreign language, there is no room in the English classroom for invented spelling or drawing or any other communicative system besides standard English.

The belief that students should respect their teacher as an authority figure who should pass down knowledge truthfully would not change without entrance examinations. English teachers might not use the series of textbooks as the only source of the knowledge, but chances are that the teacher would still be the one who decides what and how to learn. This assumption absolutely goes against the belief held by whole language advocates who claim that both the teacher and the students are learners and teachers. The teacher can learn from and with the learners. From a whole language perspective, knowledge should not come from the authority or the past, rather knowledge counts when it is meaningful to the learners. Instead of letting the teacher decide what and how to learn, learners themselves should take charge of their own learning. They should be given opportunities to make choices, to choose what knowledge they are interested in

learning and how they would like to gain that knowledge. Learners in whole language classrooms believe that they can learn as much from their peers as from their teacher. The teacher is not the only source of knowledge.

The unexamined underlying assumptions rooted in the Chinese culture really bring more challenges to applying whole language to Taiwan beyond that of changing the entrance examination system. Chinese teachers, students and their families hold different assumptions about teaching and learning.

Whole language in L1/L2 Language Settings versus Foreign Language Settings

Even if English teachers start to change their assumptions and are willing to try out the beliefs grounded in whole language philosophy, there are still some more issues that should be dealt with when considering applying whole language to teaching English in Taiwan. To what extent is teaching English as a foreign language different from teaching English as a first language when applying whole language? That is, will the philosophy of whole language still hold true when this philosophy is applied to learners in a non-English speaking environment? These issues will definitely add more challenges to applying whole language in addition to the challenges from the entrance examination and the traditionally underlying assumptions underlying teaching and learning.

As Rigg (1991) writes in her article, "this principle of respect for the teacher, coupled with students' obvious delight in student-center, meaningful

activities, has helped make whole language a large-scale movement in Australia, Canada, and the U.S. Teachers have joined together in peer support groups, often calling their group Teachers Applying Whole Language, or TAWL" (p. 527). Pat Rigg reviews how the whole language movement has influenced the thinking of second language theorists. She believes that whole language principles hold true in L2 learning based on two arguments. First, L2 can develop much as does L1 if a rich language environment is nurtured. Second, L2, like L1 is developed through interactions with peers, rather than through teachers' formal teaching.

Second language educators like Freeman & Freeman (1993) have also identified what the whole language principles mean in second language teaching and learning and have described how whole language principles have been put into practice in teaching beginners engaging in their second language development.

In the book, Whole language and the Bilingual Learner Carrasquillo and Hedley (1993) have pointed out a cross-cultural perspective by claiming that "learners in any language [background] may benefit from whole language practices" (xi). No matter what language is used in instruction (non-English native language or English) children learn interactively, where speaking, writing, reading, and thinking are integrated in functional and communicative ways along with content-deep and content-rich subject areas.

Foreign language research has been influenced by findings in second language education (Moeller, 1993; Rigg, 1993). Because second language

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education has been greatly influenced by the whole language movement, research on foreign language education has also started to realize the relationship between the whole language approach and the current teaching theories in teaching English as a foreign language. Moeller (1993) claims that whole language philosophies are natural approaches leading to foreign language proficiency. She argues that this recent proficiency-oriented theory for foreign language learning not only overlaps the philosophical grounds of whole language, it enriches and deepens the whole language movement and classroom. Thus, Moeller further indicates that research and practice in the field of whole-language learning and teaching are applicable and directly transferable to the foreign language classroom.

(See Table 3)

Table 3

Differences between English as First (L1), Second Langauge (ESL) and Foreign Langauge (EFL)

	L1	ESL	EFL
Langauge Environment	Medium of Communication	Rich Langauge Environment	Limited Access to Teaching Material
Oral Ability of Learners	Oral Base Exists before Schooling	No/Partial EL Oral Base Exits before Schooling	No EL Oral Base Exists before Schooling
Teacher Qualifications	Native speakers	Bilingual Speakers	Nonnative Speakers
Instructional Goals	All Instruction	English in Content Areas	English as a Subject

It is true that when the whole language approach is applied to either ESL (teaching English as a second language) or EFL (teaching English as a foreign language), both EFL and ESL teachers are teaching English to learners of other languages. It is also true that the recent proficiency-oriented theory for foreign language learning overlaps with major principles of whole language as claimed by second language theorists and educators. Theoretically, it implies that what holds true for second language education can also be true for foreign language education in terms of application of whole language. However, practically, other differences between learning English as a second and foreign language bring challenges to implementing a whole language approach in a foreign language classroom.

But there are some crucial differences between ESL and EFL situations. Students in ESL classrooms usually have access to bilingual support, the surrounding environment being in the second language, and to the school subjects being the second language. For example, Freeman & Freeman's implementation of a whole language approach to teaching English as a second language is based on the presupposition that the teacher is bilingual. The teacher has no problem understanding children's native language and meanwhile has no problem switching from two different language codes whenever necessary. It is true no matter what language is used in instruction (either students' native language or English), not only will students be exposed to English in language arts class, they also get exposed to English in other subjects. More importantly, when students are

learning English as a second language, they are exposed to a very rich language environment even outside of the English classroom. These observations may not be the case in a EFL setting. First, in EFL, English is not used as a medium of instruction in education nor as the language of communication within the country. Second, in EFL where English teachers learn English as their foreign language, there are not many bilingual teachers. Third, unlike an ESL setting where kids are exposed to English in other subjects areas, in the EFL setting, English is often taught as a subject.

Interestingly enough, Shih (1991), an English educator in Taiwan, in her article concerning "Junior High School English Teaching Instruction and Teaching Goal" points out three factors leading to the inappropriateness of some approaches/methods applied to teach English as foreign language in Taiwan and nicely characterizes the above discussion. They are (1) language environment; (2) teacher qualifications, and (3) instructional goals, discussed below.

Language Environment. Although Shih did not exactly refer to whole language when she made the argument, she did reveal that English teachers in Taiwan are concerned with some of these issues when applying some teaching approaches/methods as revealed. The four doctoral students I interviewed also talked about the issue of environment. They all pointed out the lack of an English environment makes applying whole language difficult. To compensate for the

lack of an English environment, they would even make some instructional decisions that were against whole language principles, such as,

"But if I use the whole language approach in the beginning level, I think I will still use phonics. I know whole language people do not like phonics, but because my argument is that the EFL students don't have the environment that native speakers have. So, kids here know how to speak and even how to read before they go to school because they live in the environment where they can listen to English every day. *But in Taiwan we do not have the environment. So, if you don't teach phonics rules, it's very hard for them to know how to pronounce.*"

In fact, I would assume that the most common response about applying whole language in Taiwan is that "we do not have the same environment as those who are learning English as first or second language."

First, "EFL teachers may have very limited access to English language materials" (Lems, 1995). It is true in a foreign language setting a whole language environment is not as handy as it in a second language environment, where English is used in daily communication. It is therefore very likely for a language teacher to assume that there is very limited access to English language. But closer consideration of this issue shows that in Taiwan this is not the case. Due to the communication between English speaking countries and the stress on the importance of English, English language materials are definitely available and attainable. Furthermore, the author does not think "lack of environment" is a legitimate reason for not applying whole language. Rather, because we do not have an English surrounding environment outside of the English classroom, the setting up of an English-rich environment in the classroom is even more important.

Whole language's idea of providing students with a rich language environment fulfills our needs.

Second, lack of environment often times leads to the argument that skills should come before meaning. This argument says that because English is a foreign language in Taiwan, students do not have any exposure to English at all before they go to the English classes. If they do not teach them some skills (rules) for students to follow, students will not be able to produce or construct any meaning in English.

For example, one of the principles written in Standards for Junior High School English Instruction (1994) states that "since English is a foreign language in Taiwan, to increase the effectiveness of pronunciation phonics and spelling should be taught" (p. 4).

The four informants I interviewed had the same argument too. They all believe that foreign language learners do not have a rich enough environment outside of the classroom which would allow them to listen to English on a daily basis as second language learners do. Moreover, foreign language learners do not have the oral ability that English as a first language learners have on which to base their oral ability to invent spelling. In others words, if phonics are not taught, students will have a hard time pronouncing the words by themselves or inventing spelling; this is particularly true for beginners.

"In terms of phonics I do not think I will say I will not use phonics. I will use that to help my student, *especially EFL students to get easier to pronounce the word if they know the rule*. When I taught, I used phonics in my teaching. *My students really liked the way I used that kind of phonics*. They remembered the word better and they know how to pronounce although they can not pronounce correctly, but they can guess in a way. Otherwise, when they see a word that they have not learned before, there is not way for them to pronounce if they don't know the rule. It's very frustrating to them. *After I taught them phonics, they felt that at least they had some kind of rule they can follow*."

I heard the same argument when I interviewed the chairperson of the Chinese department at Indiana University. Mrs. Yan (personal communication) insisted that her students should learn Chinese sentence structures when American students are learning Chinese as a foreign language at Indiana University. I shared the idea of whole language with her. Her response was that she liked the idea that students were allowed to construct their ideas in a whole language classroom and teachers should do the best they can to help students get their meaning across, even using a different communicative system, such as writing English words when the students do not know how to say certain things in Chinese. However, she insisted on the importance of the previous instruction of sentence structures to students. Her argument is that when we Chinese are learning Chinese we do not have to learn grammar because we can use Chinese every day and we are immersed in a very rich Chinese learning environment. Sentence structures automatically flow when we speak Chinese. However, it is not the case for

Americans. These American students do not have opportunities to be exposed to Chinese. Without their learning of sentence structures they are not able to construct any meaning in Chinese. Her words imply that students learning any foreign language should be given sentence structures first, otherwise they are not able to produce meaningful discourse.

This argument, coming from a linguist who has devoted herself to teaching Chinese as a foreign language for almost three decades, makes me wonder. It would not be a surprise if many English teachers in Taiwan would also hold the same perspective. These arguments about the instruction of phonics and sentence structures makes me think about the possibility of how to put some of the practices from first and second language settings into practice in a foreign language setting, particularly for beginners.

Whole language practitioners apply the whole language theories to their first language classrooms by drawing a great deal from the oral skills of students who already speak English as a first language. In a writing or reading workshop, the teacher will ask the students to write down what they think in their own words. Students are encouraged to write as they speak. They can use invented spelling if they are not sure how to spell and they can even use drawing to get their meaning across. Later on, in a sharing circle, students are given an opportunity to read what they have written. The teacher can use this opportunity to show the students how

to write certain words because those are the words with which they want to communicate.

I wonder how this could be possible in a foreign language setting when the students are beginning learners of English. Most of them do not know how to say anything in English. These students will definitely have no English oral ability to draw on when they are writing. They do not even have any idea about the relationship between the sounds and letters, let alone invented spelling. The only oral ability they can draw on is their Chinese oral ability. These limitations really challenge the notion that meaning can come before instruction in skills. In this case, without the knowledge of letters and sound, without building a certain amount of vocabulary, and without any English sentence structures, there is no way for students to produce any "English." The principle that meaning should come before skills implies that students should be allowed to use Chinese in the English classroom when they start to learn English.

This is in fact the case argued by Freeman & Freeman in their book, Whole Language for Second Language Learners (1993). When this meaning-comes-before-skills principle is put into practice, the students are encouraged to write down in any way that would best get their thinking communicated. Most of the learners at the beginning write down their ideas predominantly in their native language (Spanish). Later in the sharing circle, students are allowed to use either English or Spanish to communicate their ideas. While the learners try to

communicate their ideas orally to the teacher the teacher translates what the students say into English by the side of their written production. Freeman & Freeman's description of the meaning making process brings us to the second factor identified by Shih (1991) which leads to the inappropriate application of certain approaches, that of teacher qualifications.

Teachers' qualifications. Based on the implementation proposed by Freeman & Freeman (1991), I have no problem with the notion that students in Taiwan can first be encouraged to write their ideas in their native language (Chinese). However, I wonder how qualified our English teachers are to translate students' ideas into authentic English as the bilingual English teacher would do in a second language setting. Most of the English teachers in Taiwan learn English as their foreign language when they go to junior high school. They learn it with the Grammar-Translation method in which only reading and writing skills are emphasized. The implementation of reading and writing workshop requires teachers' oral ability to contribute to the rich oral environment in a foreign language setting. Most of the time, the teacher is the major source of language in the foreign language setting. If the teacher is not capable of doing so, the idea of providing a nurturing language environment by exposing students to reading, writing, listening and speaking, particularly listening and speaking will be very limited.

Instructional goals. The qualifications of English teachers also brings a related issue of instructional goals. Even if we have very qualified English teachers who can provide rich English environments in the classroom, it is still too demanding for the English teachers, given that English is only one of the subjects taught in high schools in Taiwan. English will not be used in other subject areas. There are only three hours per week in the first year and four hours per week in the second and third year of junior high school English classes.

Even if teachers are capable of creating the language environment, it takes time for students to be exposed to it. Besides, it is not necessary for students to use English in order to survive on a daily basis, so very little exposure to English outside out of the English class can be expected. This makes the actual time in which students are surrounded by English very insufficient.

In addition, there are usually 40-50 students in one class in Taiwan. Although the English teacher should not be the only source of English language, most of the time the English teacher is the major source of students' input, particularly for beginners. The large amount of students and a very limited class time per week make some of the practices in whole language very demanding, if not impossible.

A whole language perspective helps illuminate the assumptions and belief systems that support the current organizational and pedagogical practices in English education in Taiwan. When viewed through a whole language lens we see

that proposed reforms, such as adding listening and speaking components to the entrance examinations, will not really affect the most serious problems facing teachers and students of English. But even with the understanding that whole language offers, there are limits to the possibilities for applying whole language practices to the sociocultural context (e.g. a foreign language setting) of English language classrooms in Taiwan. Changes that can be made, as well as studies and challenges that should continue to be made, will be discussed next.

CHAPTER V

IMPLICATIONS AND PROPOSALS

There are problems facing English education in Taiwan. Whole langauge provides an alternative approach for solving these problems. But the application of whole language into the teaching/learning context in Taiwan presents many challenges that must be overcome. In this chapter, I will discuss several ways in which we can shift the focus from problems and challenges to possibilities for small, but significant changes. The possibilities involve the participation of the Ministry of Education, the School Board and teachers based on the educational implications for change generated by the discussion in the previous chapters.

Implications for Change

The problems now facing English education in Taiwan are rooted in the previous years of study in secondary schools. The first implication, then, is that change should not only start at the college level, but at all educational levels. Often teachers assume that because secondary school students have to prepare for entrance examinations, there is not much that either the teacher and students can do. Change is more often expected when students enter college where both the teacher and students are considered to have more degrees of freedom to decide what they want to do in the classroom. However, it is often the case that senior

high school students transfer the way they have learned in junior high schools to their learning in senior high school. Later, all the ideas about what English is will continue when students go to college. These negative emotional responses that students bring with them from secondary schools to college result in their low motivation to study English. The misconceptions students gain in secondary schools play a very influential role in determining students' perceptions of what English is for and how English should be taught. By then, the misconceptions are so ingrained that there is very little that college instructors can do to change the situation.

But change will not be successful without the support from the college level. Even if whole language were applied to secondary schools and even if students were very motivated to learn in a whole langauge classroom, the motivation should be nurtured when students go to college. Otherwise, the previous gains in English learning might not continue.

Expecting change across the board will help form a whole language organization inclusive of all levels because the success of English education can not actually occur when the change is limited to one educational level. Likewise, the whole language movement needs to occur at all educational levels to assure success. Moreover, partnerships between researchers in the universities and secondary school teachers are necessary so that resources and expertise are shared.

Second, teachers should be the center of reform. Teachers should change their passive attitudes. Even though all levels of the system need to be involved in change, psychologically, teachers should not rely on the Ministry of Education or the School Board to tell them what to do. They should understand they are the people who can make change really happen in the classroom. Without their observations about what is going on in the classroom, without their willingness to make changes, without their efforts to understand what whole language is and realize where the problems are in their classrooms, nothing will be changed even if a whole language approach were to receive total support from the Ministry of Education and the School Board. English teachers would not suddenly change to whole language teachers because of a proclamation from the Ministry of Education or with the support of the School Board. Teachers should not forget they are the major source of change.

Additionally, it is true that the entrance examination and the centralized educational systems limit what teachers can do in their English classrooms. However, if any positive changes are likely to occur in these classrooms, teachers should understand that no change will be made unless they are committed to making change by themselves first. Instead of waiting passively for any change in the educational system, teachers should first change their attitude to think about what can be done, even with very small changes in their English classrooms, under the current educational system in Taiwan that can help avoid the problems

happening in the future when students go to college. Teachers' willingness to make changes is the first step for any reform in the English classroom.

Third, examining and challenging the traditional assumptions of teaching and learning and experiencing the beliefs and implementing the principles of whole langauge are the core issues of reform. Teachers should not oversimplify the complexities that the whole language approach might bring to the traditional English classroom. Church (1994) argues that reform is neither a matter of how bad the current practices are, which are based on traditional assumptions about teaching and learning, or a matter of how good the whole language approach is, drawn from the beliefs held by whole language. It is a matter of how teachers themselves can create a learning community in which they are concerned with solving the problems of English education in Taiwan. They acknowledge all the limitations that the current educational system has brought to their teaching and learning; they are willing to make changes under the current educational system; they believe that traditional assumptions about teaching and learning can be challenged in order to bring more possibilities to their teaching and learning; and they believe that while whole language may not be the "right" answer to all the problems facing English education in Taiwan, it is an alternative way to stimulate teachers' thinking about how changes can be made.

Overcoming all the years' of schooling based on individual achievement will be a problem for teachers who want to make changes in their practices

because they tend to use the familiar patterns associated with being in school, that is, working as an individual. It is often the case that when teachers just graduate from pre-service training, they are very enthusiastic about trying something new in their classrooms. It is often very disappointing because the enthusiasm is not supported by their colleagues who are used to applying the most traditional methods they learned from being a student and a teacher. New teachers then might fall back on their own old way because it is the safest way. Any change needs risk-taking-- facing misunderstanding from colleagues and disagreement from students. Teachers will need to learn a new way of working together as a group. There is strength in numbers. Not only can teachers share their joy, doubts, and frustration together, the voices from a group can make a real impact on parents, the School Board and the Ministry of Education.

The fourth implication is that further studies need to be conducted in the following areas. As issues of society and schooling play an important role in language literacy and culture (Langer, 1987), research needs to be conducted to understand (1) What do English teachers think good English teachers are in high school in Taiwan? (2) Where do most of the teachers' assumptions about English learning and teaching come from? (3) How does the previous literacy experience, Chinese education, influence both teachers and parents' perceptions of how English should be learned and students perceptions of how English should be taught?

In addition, due to differences between English as a first/second language and English as a foreign language, further studies should be done to understand how these differences between first/second and foreign apply to whole language theories and practices which are mostly done in an English as a first/second language setting. For example (1) Should whole language be applied to foreign language learners who at least have a certain level of oral ability as in a English as a first language classrooms where learners have at least some oral ability in English? (As in a first language setting where native speakers have the oral ability to communicate their meaning even though they might have problems writing it down.) (2) Is it true that EFL (English as a foreign language) learners who do not have the learning environment that native speakers have (listening and speaking English every day) and must build up their skills (e.g., phonics and sentence patterns) first as a base that they can draw on when they want to construct meaning? (3) Then, what does a whole-to-part approach used in whole language classrooms imply in an English as a foreign language setting? (4) How can some of the main components (invented spelling, sharing and discussion) in whole language classrooms be reshaped in a foreign language setting where the beginners do not have the oral ability that native speakers have? (5) Is it true that if whole language is applied, English teachers should be bilingual in order to meet all the requirements in a whole language classroom? (6) How can teachers provide a rich English environment in Taiwan?

Proposals for Implementing Whole Language

The implications for change discussed above present several possibilities for change on all levels of the educational structure in Taiwan. Through cooperation between the Ministry of Education and the School Board and teachers, significant reform can be realized even within the current-hierarchical system.

The Ministry of Education. I do not want the Ministry of Education in Taiwan to impose top-down reform by mandating whole langauge, which would actually be counter to whole language philosophy. But, the following actions will support the implementation of whole langauge at all levels.

1. Offer whole language courses in the Normal Taiwan University

The Normal Taiwan University is the place where most teachers receive their pre-service training. First, instead of playing the role of prescribing what, and how English teachers should teach in the English classroom, the Ministry of Education can show their support by providing funds to the universities where the inservice teachers are, so that these universities can offer courses introducing theories of whole language, immersing pre-service teachers in some beliefs of whole language in their inservice courses. In these courses, the inservice teachers can experience a different perceptive about what language is and what language is for and what teaching, learning and curriculum are about in a whole language classroom. When they become English teachers in secondary schools, they might not be able to try all the ideas they have learned in the inservice training, however,

these courses provide teachers with another way of perceiving English practices and with other possibilities when they encounter problems in their English classroom.

2. Give funds to in-service teachers to attend whole langauge conferences, both domestic and international.

Domestic conferences provide opportunities for teachers coming from different educational levels to start the conversation about their views and ideas of implementing whole language. Particularly, the Ministry Education should support teachers attending international conferences. Since teachers have concerns about the differences between applying whole language to teaching English as a first and EFL, teachers at international conferences can learn from other EFL teachers from other countries who are applying whole language to teaching English as a foreign langauge. Moreover, due to the issues of differences in sociocultural contexts when applying whole langauge, teachers can also learn from those countries such as Japan and Korea which share a similar sociocultural background with Taiwan how these countries apply whole langauge under their rigid centralized educational and entrance examination systems.

3. Fund further research in applying whole langauge

Applying whole langauge in secondary schools under the current educational system in which teachers have the responsibility to prepare students for taking entrance examination involves a high degree of risk taking. Even if

teachers support the principles of whole langauge, the biggest part of the uncertainty is that teachers are not sure whether their change in the classroom can ensure students' success on the standardized tests. The Ministry of Education can fund further research in some school districts, both in the city areas and rural areas to demonstrate the success of whole langauge. I believe if the students in the "experimental" whole langauge classroom can not only do as well as other students in traditional classrooms, but are also joyous and motivated in learning English, teachers will be more willing to make changes.

The School Board. The School Board plays the role of prescribing what and how English teachers should teach in their classroom. Of the many ways that the School Board can show its support the least it can do is to leave some room for those courageous teachers who are willing to make changes. The School Board can play a positive role toward significant reform in the following ways.

1. Provide a rich language environment.

It is very crucial to provide a rich English environment in the classroom. Teachers cannot offer to provide it without the support of the School Board. A rich English environment can consist of videos, cassettes, children's literature, authentic English materials. Additionally, the School Board can make available equipment, such as computers to English teachers so that students have access to an e-mail system and the information superhighway (e.g., World Wide Web).

2. Support the interactions of students within and outside the school.

Learning in whole langauge classrooms is social. Interactions should not be limited to the classroom where students are learning from each other. Teachers can also design a cross-age tutoring program in which students from different grades have an opportunity to communicate with and learn from each other. The program can include students from other school districts about whom students have an interest in knowing more. For example, students from city areas and rural areas can share their life experiences by communicating with each other. Moreover, this program can also involve students from other countries. As many cities in Taiwan have sister cities in other countries, this is a great opportunity for English teachers to ensure this opportunity. One way of doing this is by using an e-mail system. According to a current plan of the Ministry of Education, within the next three years, seventy percent of secondary schools will have access to the Internet system in Taiwan (Taiwan Today News Network, June 2, 1996). All these programs need the support from the School Board under the highly centralized system in Taiwan.

3. Include those teachers who are willing to apply whole langauge philosophy as members of the School Board.

As indicated earlier, teachers will not be whole langauge teachers with a mandate from the Ministry of Education. The School Board will not necessarily know what whole language is about even though they would like to support those

teachers who are willing to make changes. One way of understanding whole langauge is to invite those teachers well acquainted with whole language theories to be members of the School Board so that administrators will have a better understanding of why and how to support teachers.

4. Sponsor parent education workshops conducted by those who are willing to make changes.

It is to be expected that making changes in the classrooms might bring many misunderstandings from parents because they might not be familiar with the new ways English will be learned and taught, or they might be concerned about whether or not their children will be competitive enough on the standardized tests. The School Board can take an active role as a bridge between teachers and parents by sponsoring parent education workshops so that the teachers can use most of their energy devoting themselves to teaching and learning in the classroom, rather than fielding all the complaints and misunderstandings from the parents.

Teachers. As the center of reform, teachers should learn to work as a group to share the happiness, the confusion and frustration of change. They must start from the place where they have the greatest degree of freedom to experiment with the whole langauge philosophy and to make small but significant changes in their classrooms.

1. Create support networks for implementing changes in their practices

There are several ways of creating support networks among colleagues. First, for those who believe in the philosophy of whole language, what they can do is try to form a support group among colleagues who are willing to make changes by applying some of the ideas of whole language. First, this support group can start to talk about the problems they are facing in their classrooms and share their views about what causes these problems when viewed through the lens of whole language. They can discuss the possibilities of how to put the principles of whole language into practice. They can share their experiences after implementing particular principles. They can discuss what works and what does not work and why and what they have learned from the experiences and what these experiences mean in terms of whole language theories. Second, after a certain period of implementing whole langauge, this group of people can share their experiences by conducting a workshop within the school so that the traditional assumptions about teaching and learning can be challenged and those who have not heard about whole language can be provided with a new perspective of learning and teaching. Third, this support group can also present their findings in domestic conferences or international conferences so that their findings can be supported and their claims and voices heard as a group, which will definitely help the movement of whole langauge across all levels.

2. Reform should start from the place where teachers have the most degree of freedom.

One of the biggest challenges of implementing whole langauge is the concern that students might not be able to do well on the entrance examination. One way to approach this issue is to start with those students who will not have to take the entrance examination. Because these students do not have pressure for taking the examination, the School Board, parents and students themselves are more willing (sometimes do not care) how and what they are taught and learn. This is the place where teachers can have the most degree of freedom to decide what and how they will teach in their classrooms. Under these circumstances a teacher can more easily use a cross-age tutoring program and a program which invites participation from other school districts and even students from other countries. I believe there will be a large impact on other students and teachers who are preparing for the entrance examination if the group of students who are considered failures in their learning can enjoy their learning in English and use English for real purposes.

3. Incorporate the whole language principles into the current prescribed curriculum.

For those classes in which both the teacher and the students must prepare for the entrance examinations, there is not as much room for the teacher to implement all the practices of whole language, but teachers can dedicate

themselves to create small changes within the prescribed curriculum according to the principles of whole langauge.

In the following section, I will take Lesson 1 of Book 3 as an example (see Appendix B) to demonstrate how to incorporate the whole language principles into the current curriculum where students still have to meet the requirements of the standardized tests and prepare for their entrance examination.

a. Learners are the center of learning. Students' own personal experiences should become part of the text. For instance, the topic in Lesson 1 is about family. Students are encouraged to bring topics related to their family while discussing the *Reading* section. Besides learning "worker" and "nurse" in the lesson, students talk about what their parents do. Instead of only asking students to repeat after the teacher or assigning students who they should be paired with as practice partners, students are allowed to choose their partners and to author their own dialogues as well as practicing the ones in the book. In this way, students will be motivated to learn because their voices are integrated as part of the learning.

b. Emphasis on meaning. Often because of the emphasis on form, students are only expected to write down answers with the sentence patterns they have learned in the lesson. Alternate ways of constructing meaning are not encouraged based on the assumption that the more students write, the more mistakes they might make. For example, in the part of *Application* instead of only answering "No, he isn't" to the question, "Is your father a teacher?", students should be

encouraged to write down English by introducing them how to look up the words they want in the dictionary, or to use other commutative systems, such as drawing to indicate what their fathers do.

c. Errors are natural. One way to encourage students to risk contrasting their own meanings, especially what they have not learned, and to go beyond the limited language of the textbook is to accept that errors are part of the learning. When sentences such as "My father *work* in the factory.", "They are our *rabbit*.", "They *goes* to school.", are produced, the errors should be viewed as part of the learning process which indicate that students are organizing what they have learned in the class. Students will not only grow from these errors, these imperfections can provide a great deal of information for making the next instructional decision. However, if students are punished because of making errors, they will be very reluctant to make any sentences out of their personal experiences and the learning in the textbook will remain mechanical/skill drills.

d. Authentic use of language arts. One of the authentic uses of langauge arts in this lesson is to invite students to use whatever they want to introduce their family. For example, students might bring a photo of their family, a tape recording of their families' voices or a video tape when traveling. They use these "real" things besides textbook materials to introduce their family by using the sentence patterns learned from the lesson.

The teacher can invite family members who speak English as guest speakers to give a very short introduction about what they do everyday in their work. Students can also use the patterns learned from the lesson in constructing their own meaning to ask the guest speakers questions.

e. Rich language environment. Although English is a foreign langauge in Taiwan, there are still some signs and texts written in English. Often, students are not aware of them. In this lesson (Lesson 1), students also have to learn the names for places. This is a very good opportunity to ask students to pay attention to the names for places written in English on the way to school or back home while taking the bus or walking. The teacher can also ask the students to draw a map of their surroundings with English names on it and share with their peers by posting them on the bulletin board so that students will be much more aware of the English environment they are in and they will also be in a richer language classroom, and which offers more than a single text as a source of English .

Since this is a lesson concerning family, teachers can also ask students what their family reads in English so that the students can pay more attention to the English materials (e.g. radio, movies, magazines or books) students have in their house. They might not be able to read them right away, but English will not only be a school subject, but something that exists outside of the classroom.

f. Learning as social. Not only do the standardized tests create the atmosphere of competition in the classroom, the setting itself in the English

classroom fosters the competitive isolation. Instead of letting students sit at their own seats, many interactions can be encouraged, such as individual, pairs, small group, and large group activities. The arrangement of the seats becomes extremely important. Another way to decrease the atmosphere of competition and to foster social interaction between peers is to extend the workbook exercises to include questions with more than one acceptable answer so that students do more than focus on the "right" answers or how much better they have done than their peers. Rather, they will be more willing to seek personal meaning or express original opinions or ideas, as well as to learn from their peers' different perspectives. For example, the teacher can ask the students to form groups to work on their *Workbook* together and to create possible answers for the questions listed in the textbooks. In this way, students experience that learning is social and they can learn from their peers as much as from their teacher.

g. Assessment includes process. Unlike the traditional classroom where students only receive a grade from the standardized test, for each lesson the process of learning is also taken into account. For example, students pay attention to the names of places in their environment and post the names on the bulletin board; students answer the *Application* questions according to their own experience in class; students are asked to use the patterns they have learned and to use any other communicative systems besides English to introduce their family to their peers. The students are also involved in creating their own dialogues in pairs

and reading passages in small groups. All of the activities can be used as a basis for accessing students' progress in learning English.

Reflections

I used to think the best way for me to learn English was to memorize vocabulary, sentence structures, analyze the grammar rules of the text and get the right answers on the examinations when I was in secondary school. When I went to college and was asked to speak up, I was so anxious because of being afraid of making mistakes. There was always one concern in my mind, "Is this grammatical?" Although the instructors tried to shift our focus from a grammar-oriented approach to a more communicative one, it was not easy to change the pattern I had learned in secondary school. Unfortunately, this not only happened more than 10 years ago when I was in junior high school, it is still happening today and is one of the problems facing English education in Taiwan.

When I graduated from college, I worked in an American Language Center in Taipei where I taught children English. Although my students had more opportunities to speak English and to have more exposure to an English environment than I did, basically my underlying assumptions about teaching and learning remained the same, based on my experience as a student and how I saw English taught by my English teachers. With accuracy and form in my mind, students did not have much freedom to express themselves with "ungrammatical" sentences or any communicative systems other than English.

As a learner of English as a foreign language who came to study in the United States, I saw myself shift my focus from a grammar orientation to a communicative orientation because of the opportunities I had to interact with people from different countries. What is English? English is one of the communicative systems with which people express themselves to others. English is for enriching one's life experiences and for broadening one's views of the world.

Realizing that I could use English to *communicate* myself (my feelings, my experiences, all that I am and hope to be) to others was an awakening of my ability and desire to use English. It also made me acutely aware of what had been lacking in my previous approach to learning another language. It is this changed perspective that I want to share with other language educators and language learners in Taiwan. I now know what a difference it can make emotionally and intellectually to be empowered as someone who can interact in a language, not just study it.

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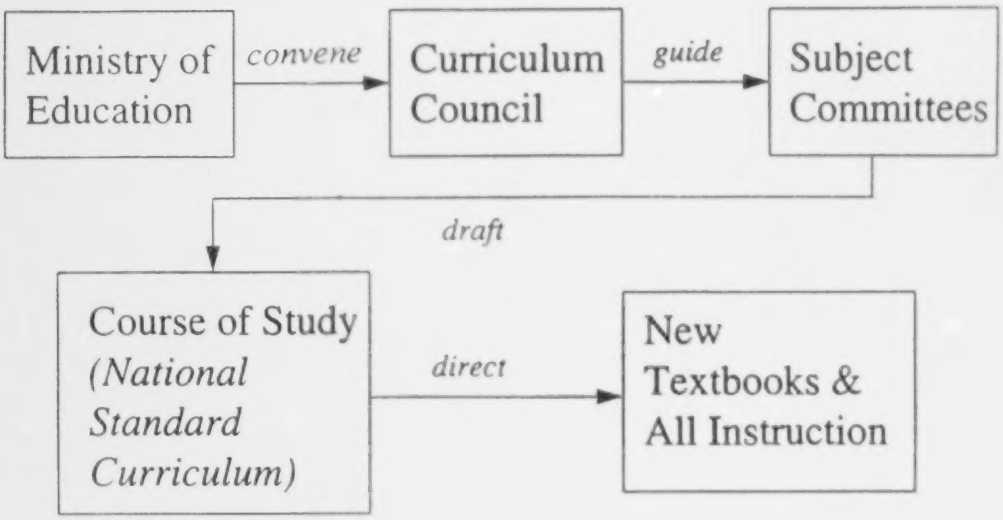
APPENDIX A

Centralized School Systems & National Curriculum
(Smith, 1983)

Centralized School Systems & National Curriculum



APPENDIX B

Sample Items from Teacher's Manual
(The Ministry of Education, Taipei)

第一課 (LESSON 1)

一、本課教學目標： (INSTRUCTIONAL GOALS)

1. 會應用 my, your, his, her, our, their 等表示所有的代名詞。
(1. Able to apply the following possessive pronouns: my, your, his, her, our, their.)

2. 會應用上學和上班的基本用語。
(2. Able to use the language of going to school and of the classroom.)

二、教法提示： (TEACHING TIPS)

1. 本課所介紹的文法觀念，大都已教過，不需做任何文法方面的分析。
(1. The grammar concepts introduced in this lesson have been taught previously. It is not necessary to analyze any grammar concepts in this lesson.)

2. 本課課文內容和句子結構都很簡單，可以口說方式介紹。
(2. The content and sentence structures are very simple, which can be explained orally.)

三、教學過程： (INSTRUCTIONAL PROCEDURES)

第一小時	1.1 (A) Reading	(The first hour)
第二小時	1.1 (B) Questions 1.2 Dialogue	(The second hour)
第三小時	1.3 Sentence Patterns 1.4 Oral Practice	(The third hour)
第四小時	1.5 Application 1.6 Pronunciation	(The fourth hour)

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第一小時 (The First Hour)

1.1(A) Reading

The Lin Family

There are four people in the Lin family.

Mr. Lin works in a factory. He is a factory worker. He goes to work by motorcycle.

His wife is a nurse. She works in a hospital. She goes to work by bus. Mrs. Lin and her husband never walk to work.

Mr. and Mrs. Lin have a son and a daughter. Their son is a junior high school student. His name is David. He goes to school by bicycle. Their daughter is a senior high school student. Her name is May. She walks to school.

Lin 林 (中國姓)
factory 工廠
worker 工人；員工
go to work 上班；去工作 (地方)
motorcycle 摩托車
wife 妻子
nurse 護士
hospital 醫院
husband 丈夫
never 從不
son 兒子
daughter 女兒
their 他們的
David (男子名)
bicycle 腳踏車；自行車
senior high school 高級中學
May (女子名)

A. 教學目標：(Instructional Goals)

1. 了解 my, your, his, her, their 等代名詞在文章裡的用法。
2. 會用 factory, worker, factory worker, go to work 等生詞和片語。

B. 教學提示： (Instructional Tips)

1. factory worker 是複合名詞，應把 factory 重讀。複數則爲 factory workers。
2. never 與第二册介紹的 sometimes 和 usually 同爲頻率副詞，在本册第三課將就頻率副詞做比較完整的說明，本課不宜做課外的補充。

C. 教學活動：(Instructional Activities)

1. 介紹課文和生詞：

T: (指著第一張圖) Look at the picture. This is Mr. Lin. Repeat after me. "Mr. Lin"

S: Mr. Lin

T: Mr. Lin works in a factory. "factory"

S: factory

T: f-a-c-t-o-r-y factory

S: (Repeat)

T: Mr. Lin works in a factory.

S: (Repeat)

T: He is a factory worker. "factory worker"

S: (Repeat)

T: He is a factory worker.

S: (Repeat)

T: He goes to work by motorcycle. "motorcycle"

S: motorcycle

T: He goes to work by motorcycle.

S: (Repeat)

(餘類推)

2. 帶讀課文。

3. 學生練習讀課文。

第二小時 (The Second Hour)

1.1(B) Questions

(1) How many people are there in the Lin family?

There are four people in the Lin family.

(2) Where does Mr. Lin work?

He works in a factory.

(3) How does he go to work?

He goes to work by motorcycle.

(4) Is his wife a teacher?

No, she isn't. His wife is a nurse.

(5) Where does she work?

She works in a hospital.

(6) How does she go to work?

She goes to work by bus.

(7) Is David a junior high school student?

Yes, he is. (David is a junior high school student.)

(8) How does he go to school?

He goes to school by bicycle.

(9) Is May a junior high school student, too?

No, she isn't. (She is a senior high school student.)

(10) How does she go to school?

She walks to school.

A. 教學目標：了解課文內容，能正確地回答問題。**(Instructional Goals)**

B. 教學活動：**(Instructional Activities)**

1. 簡單復習課文。
2. 教師提出問題，指定學生回答。

1.2 Dialogue

Where Is Your Dog?

Helen and May are classmates. They are talking in front of May's house. It's 7:00 in the morning.

Helen: May, is that Mr. and Mrs. Wang's house?

May: Yes, it's their house.

Helen: Is that their car?

May: No, it's not their car. It's Mr. Li's car.

Helen: Are these your bicycles?

in front of 在…前面
front 前面

house 房子

car 汽車

May: Yes, they are our bicycles.

Helen: Where is your dog?

May: He's in back of the house.

Helen: Why is he in back of the house?

May: He barks at everyone in front of the house.

he's=he is
in back of 在…後面
back 後面
bark (狗) 叫；吠
everyone 每個人；大家

A. 教學目標：了解 their, your, our, May's, Mr. Wang's 等在對話裡的用法。

B. 教學提示：house 是獨棟的房子，與 apartment 不同。(apartment 在本冊第七課出現。) **(Instructional Tips)**

C. 教學活動 (Instructional Activities)

1. 介紹生詞和片語：

T: (指著圖) Look at the picture. This is May's house. May and Helen are classmates. They are talking in front of the house. "in front of"

S: in front of

T: front

S: front

T: f-r-o-n-t front

S: (Repeat)

T: in front of

S: (Repeat)

T: They are talking in front of the house.

S: (Repeat)

T: Their bicycles are in front of the house.

S: (Repeat)

T: Their dog is in back of the house. "in back of"

S: in back of

T: back

S: back

T: Their dog is in back of the house.

S: (Repeat)

T: He barks at everyone in front of the house. "bark"

S: bark

T: b-a-r-k bark

S: (Repeat)

T: He barks at everyone in front of the house.

S: (Repeat)

2. 學生聽錄音帶。

3. 教師帶讀。

4. 學生練習讀。

5. 教師問問題：

T: Are Helen and May classmates?

S: Yes, they are.

T: Where are they talking?

S: They are talking in front of May's house.

T: (指著圖中的房子) Is this Mr. and Mrs. Wang's house?

S: Yes, it's their house.

T: (指著車) Is this their car?

S: No, it's not their car. It's Mr. Li's car.

T: (指著腳踏車) Are these their bicycles?

S: Yes, they are their bicycles.

T: Where is their dog?

S: He's in back of the house.

T: Where does he bark at everyone?

S: He barks at eyeryone in front of the house.

6. 學生練習對話：一人當 Helen，另一人當 May。

1.3 Sentence Patterns

(1)

It's	my your his her	bicycle. house. car.
	our your their	
	Mr. Li's Mr. and Mrs. Wang's	

(2)

I You We They	go to school go to work	by	bus.' car. bicycle. motorcycle.
He She	goes to school goes to work		

A.教學目標： (Instructional Goals)

1. 了解 my, your, his, her 等代名詞的用法。
2. 了解 by bus, by car, by bicycle 和 by motorcycle 的用法。

B.教學活動：(Instructional Activities)

1. 教師帶讀：

T: It's my bicycle.

S: (Repeat)

T: It's our house.

S: (Repeat)

(餘類推)

2. 學生練習讀。
3. 口譯練習：(此部分答案只供參考，其他意思相同、文法正確的句子都算對。)

T: 那是他的腳踏車。

S: It's his bicycle.

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T: 那是我的房間。

S: That's my room.

(餘類推)

1.4 Oral Practice

根據提示，依例回答下列問題。

Examples: (a) Is this your bicycle? (*my*)

Yes, *it is. It's my bicycle.*

(b) Are those your pictures? (*their*)

No, *they are not. They are their pictures.*

(1) Is this his motorcycle? (*his*)

Yes, *it is. It's his motorcycle.*

(2) Is that her key? (*his*)

No, *it isn't. It's his key.*

(3) Is this their car? (*their*)

Yes, *it is. It's their car.*

(4) Is her father a factory worker? (*his*)

No, *he isn't. His father is a factory worker.*

(5) Is his wife a nurse? (*his*)

Yes, *she is. She is a nurse.*

(6) Are they your rabbits? (*our*)

Yes, *they are. They are our rabbits.*

(7) Are these Mary's pencils? (*Mary's*)

Yes, *they are. They are her pencils.*

※(8) Is her sister a senior high school student? (*her*)

Yes, *she is. She is a senior high school student.*

※(9) Are those your brother's books? (*my sister's*)

No, *they are not. They are my sister's books.*

※(10) Is today his friend's birthday? (*his friend's*)

Yes, *it is. Today is his friend's birthday.*

A. 教學目標：會用 my, your, his, her 等代名詞。 **(Instructional Goals)**

B. 教學提示：本練習答句中 my, your, his 等代名詞應重讀。 **(Instructional Tips)**

C. 教學活動 **(Instructional Activities)**

1. 教師問，學生答：

T: Is this his motorcycle? "his"

S: Yes, it is. It's his motorcycle.

(餘類推)

2. 學生問，學生答。

第四小時 (The Fourth Hour)

1.5 Application

根據事實，回答下列問題。(以下答案僅供參考)

(1) Are you a junior high school student?

Yes, I am. (I'm a junior high school student.)

(2) How do you go to school every day?

I go to school by bus every day.

或 *I walk to school every day.*

(3) Is your father a teacher?

No, he isn't. (He isn't a teacher.)

(4) How old is he?

He is forty-five years old.

(5) How does he go to work?

He goes to work by car.

※(6) Does your mother work in a hospital?

No, she doesn't. (She doesn't work in a hospital.)

※(7) Are there flowers in front of your house?

Yes, there are. (There are many flowers in front of our house.)

※(8) Is there a tree in back of your house?

No, there isn't. (There isn't a tree in back of our house.)

A. 教學目標：會應用本課所學的用語。 **(Instructional Goals)**

B. 教學活動： **(Instructional Activities)**

1. 教師問，學生答：

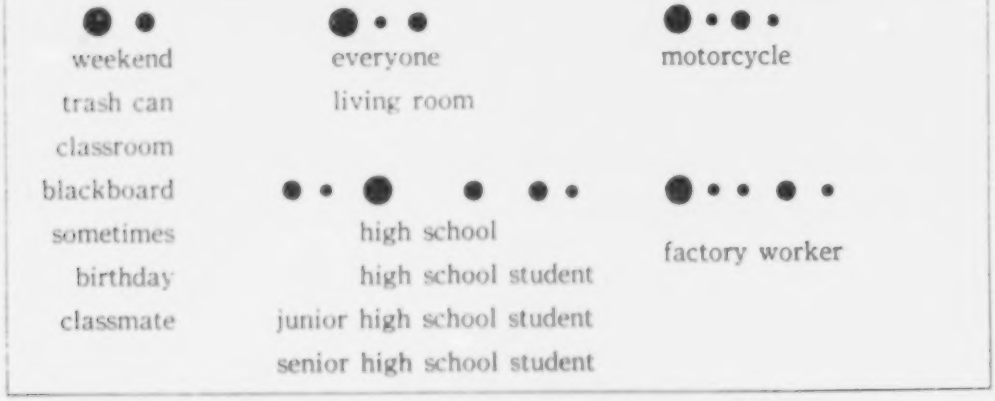
T: Are you a junior high school student?

S: Yes, I am. I am a junior high school student.

(餘類推)

2. 學生問，學生答。

1.6 Pronunciation



A. **教學目標**：會以正確的發音念上面的生詞和複合詞。**(Instructional Goals)**

B. **教學活動**：**(Instructional Activities)**

1. 教師帶讀，並簡要說明發音要領。

2. 學生練習讀。

3. 學生聽錄音帶。

第一課　習作解答 (Answers for Workbook)

I. There are four people in the Lin family. Mr. Lin works in a factory. He is a factory worker. He goes to work by motorcycle. His wife is a nurse. She works in a hospital. She goes to work by bus.

Mr. and Mrs. Lin have a son and a daughter. Their son is a junior high school student. He goes to school by bicycle. Their daughter is a senior high school student. She walks to school.

II. (1) His name is Tom. He is fourteen years old. He is a junior high school student. He walks to school every day.

There are three people in his family. His father is a teacher, and his mother is a nurse. They are very busy every day. They sometimes have a picnic on the weekend and have a good time. They are a happy family.

(2) Her name is Sue. She is fourteen years old. She is a junior high school student. She walks to school every day.

There are three people in her family. Her father is a teacher, and her mother is a nurse. They are very busy every day. They sometimes have a picnic on the weekend and have a good time. They are a happy family.

III. 本大題答案僅供參考：

1. There are five people in our family.
2. He is forty-five years old.
3. He goes to work by car.
4. No, I am not. I am a junior high school student.
5. I go to school by bus.
6. I go home at four-thirty every day.

IV. 1. How many people are there in your family?
2. How does your father go to work?
3. How old is she?
4. Where do they work?

5. Does he go to school by bus?
6. How does he go to school?
7. Are those your bicycles?
8. Is that your car?

APPENDIX C

Sample Questions from Entrance Examinations
(The School Board, Taipei)

19 英語科半冊復習

第一～六冊 全(一)
Book 1-6 (1)

___年___班___號
姓名_____

(A部分) PART A

一、對話與完成句子 (Dialogue & Completing Sentences 15%)

( )1. A：Could you do me a favor？ B：_____
① I'd like that very much.
② Basketball is my favorite.
③ What time is your flight？
④ Of course. What's that？

( )2. A：Hurry up！We're almost late.
B：_____ It's still early.
① How about you？ ② Take your time！
③ How could I forget？ ④ Good idea！

( )3. A：You'd like an order of fried chicken, a small Coke, a large pizza. Is that right, sir？
B：_____ I'd like a large Coke, and that should be a small pizza.
①That's right. ② Yes. Oh, I mean no.
③ It's me, Jim. ④ Oh, are you my neighbor？

( )4. I would be very happy _____
① if you were here ② when you are here
③ if you come here ④ when you stay here

( )5. Mary and Jane _____ several times.
① have arrived in New York
② have gone to America
③ have been to Taipei
④ have left for Tainan

二、克漏字選擇 (Multiple Choice on Close Words 14%)

Jack often dreamed about having a puppy. The dream of __1__ finally came true when his father gave him a small dog on his birthday. Jack taught him __2.__ when he called. It was really smart. Jack could make it __3.__ for five minutes without moving a little. Jack thought maybe some day he and the dog would visit the world by __4.__ Jack felt like __5.__ a great man, but he kept __6.__ himself __7.__ dream too much, for only hard work could bring great success.

( )1. ① him ② he ③ his's ④ his
( )2. ① coming ② come ③ came ④ to come
( )3. ① sitting ② sit ③ to sit ④ sat
( )4. ① themselves ② himself ③ itself ④ them
( )5. ① being ② to be ③ doing ④ to do
( )6. ① to tell ② told ③ telling ④ tell
( )7. ① do not ② not ③ didn't ④ not to

三、文法選擇 (Multiple Choice on Grammar 9%)

( )1. New York is _____ than any city in Taiwan, and it is the _____ city in the world.
① biger ; bigest ② bigest ; biger
③ bigger ; bigger ④ bigger ; biggest

( )2. I've finished _____ my homework, and so _____ Tom.
① doing ; have ② to do ; have
③ doing ; has ④ to do ; has

( )3. After _____ a piece of his apple, Mr. Lin, who found a worm in it, looked very _____.
① eating ; surprising ② eating ; surprised
③ eat ; surprised ④ eat ; surprising

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（B部分） PART B

四、克漏字填空：(Fill-in-Blank on Close Words 20%)

Today people spend much more money on food than before. In the past, people would feel 1._____ if they had enough to eat. Today in the supermarkets people have all 2._____ of foods to choose. There may be a convenience store near your home. It is open twenty-four 3._____ a day. You can buy a sandwich or a hamburger there 4._____ you feel hungry. In the cities there are lots of nice restaurants. 5._____ are full of people. They seem to care 6._____ about 7._____ so much money in eating. Eating is important, but we should not forget that our 8._____ also need a kind of food. That is knowledge. We can't get knowledge 9._____ reading books. So why don't we go into a 10._____ after we get out of a restaurant!

五、解釋：(Explanation 9%)

(　)1. As much as Bill likes it, he can't go camping.
① He doesn't like camping as much as Bill.
② Although Bill likes camping very much, he can't go.
③ Both Bill and he can't go camping.
④ As long as Bill likes it, he can't go camping.

(　)2. Mary is a changed person.
① Mary is changing all the time.
② Mary's getting older with time.
③ Mary is different from what she was before.
④ Something terrible happened to her.

(　)3. Bill：Good morning.
Tom：What's so good about it?
① Tom doesn't understand what Bill is talking about.
② Bill says something wrong.
③ Tom feels bad and doesn't agree with Bill.
④ Bill is not friendly enough.

六、看圖回答問題：(Answering the Following Questions 9%)

1.

2.

3.

1. What happened to the man on the ground?

_____

2. How does Mr. Wang make a lot of money?

_____

3. Why are many people running out of the hotel?

_____

七、連貫式翻譯：(Translation 24%)

1. 有良好的讀書習慣是重要的。

_____

2. 善用你的空閒時間更重要。

_____

3. 當我有空時，我喜歡上圖書館。

_____

4. 在那兒我可以閱讀令我感興趣的書籍。

_____

5. 我特別喜愛閱讀可以培養健全身心的雜誌。

_____

6. 靠我們自己研讀會需求最多的知識。

_____

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APPENDIX D

Sample Questions from Standardized Tests
(The School Board, Taipei)

9 英語復習評量(上)

第三冊 第1～4課 Book Three Lesson 1-4

年 班 號 姓名

A 部分 PART A

一、整段式字彙測驗：(Vocabulary 20%)

David Lin and Tom Smith are good friends. David is a Chinese, and Tom is an A__1__n. They are both s__2__r high school students.

David's father works in a f__3__y. He goes to work by m__4__e every day. David's mother is a nurse. She works in a h__5__l. She rides her b__6__e to work.

Tom's p__7__ts live in New York. Tom's father is a doctor. He d__8__es his car to work. His mother works in a big office. She is a s__9__y. She can type very fast, and she can use a c__10__r, too.

答：1._____ 2._____ 3._____ 4._____
5._____ 6._____ 7._____ 8._____
9._____ 10._____

二、對話與完成句子：(Completing Sentences 10%)

( )1. A：May, is that Mr. and Mrs. Wang's house?
B：_____
(1) Yes, it's their house. (2) No, they are house.
(3) Yes, they are. (4) No, it's their house.

( )2. A：I can't play basketball. I'm too short.
B：_____ I can teach you.
(1) Why not go home? (2) Why don't you try?
(3) I don't know. (4) Right. You're too short.

( )3. I often get up early, _____
(1) but my sister often doesn't (2) and my sister is often
(3) but my sister isn't often (4) and my sister often is

( )4. A：How do you go to work?
B：_____
(1) Of course, I can ride a motorcycle.
(2) Why not go there by taxi?
(3) I don't know how to work.
(4) Sometimes by bus, sometimes by bicycle.

( )5. A：_____?
B：Once (一次) a week.
(1) How many hours a day do you usually work
(2) How often do you go to Taipei
(3) What time do you usually play frisbee
(4) Can I go to the movies with you, too

三、克漏字選擇：(Fill-in-Blank on Close Words 20%)

Alice lives __1__ Taipei. She works in a big office. She sometimes drives her car to work. __2__ goes by bus. But she __3__ to work by train. She sometimes works __4__ Saturday. __5__ works on Sunday.

( )1. (1) at (2) near (3) on (4) with
( )2. (1) and sometimes (2) and never
(3) but never (4) but sometimes
( )3. (1) usually go (2) goes usually
(3) usually goes (4) go usually
( )4. (1) on (2) at (3) in (4) with
( )5. (1) and she never (2) but sometimes she
(3) and she always (4) but she never

四、克漏字填空：(Multiple Choice on Close Words 10%)

There are two junior 1._____ schools near the park. 2._____ is a boys' school and the 3._____ is a girls' school. 4._____ the schools start at eight ten. Mary usually 5._____ a bus to school. 6._____ it is fine, Tom always 7._____ his bicycle. Mary likes to study Chinese but Tom 8._____. He likes to study English. 9.(S)_____ they study 10._____ at Mary's home. They are good friends.

五、釋義：(Explanation 6%)

( )1. Sue：Can I go to the store with you?
Helen：Why not?
(1) Sue and Helen will go to the store together.
(2) Sue can go to the store, but Helen can't.
(3) Helen can't go to the store with Sue.
(4) Sue can't go to the store, but Helen can.

( )2. John doesn't always go to school by bicycle.
(1) He never goes to school by bicycle.
(2) He usually walks to school.
(3) He sometimes goes to school by bicycle.
(4) He often goes to school by bus.

( )3. Tom and his sister walk home together.
(1) Tom walks home with his sister.
(2) Tom goes home first.
(3) Tom goes home early, but his sister goes home late.
(4) Tom and his sister go home together by bus.

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B 部分　　PART B

六、閱讀測驗：(Reading Comprehension 8%)

My name is Tom. I am fourteen years old. I am a junior high school student. I walk to school every day.

There are three people in my family. My father is a teacher, and my mother is a nurse. My parents are very busy every day. We sometimes go on a picnic on the weekend and have a good time. We are a happy family.

1. How many people are there in Tom's family?

2. What do Tom's parents do?

3. When do they sometimes go on a picnic?

4. How does Tom go to school every day?

七、合併句子：(Combining Sentences 4%)

1. { The boy is very strong.
   { He can do the work. (用 enough 改寫)

2. { I am always late for school.
   { He is never late for school. (用 but 合併成一句)

八、看圖填空：(Filling in the Blacks according to the Picture 6%)

There are _____ _____ _____ _____.

九、連貫式翻譯：(Translation 16%)

Alice 和我在同一家公司上班。1.在辦公廳她是個重要的祕書。她是去年來臺灣的。2.她的家人並沒有一同來。3.她工作認眞但是週末絕不工作。4.她能講一口流利的中國話，但她經常以英語與我交談。因為她知道我正在學習英文，她喜歡幫助別人。

答：1. _____

2. _____

3. _____

_____

4. _____

_____

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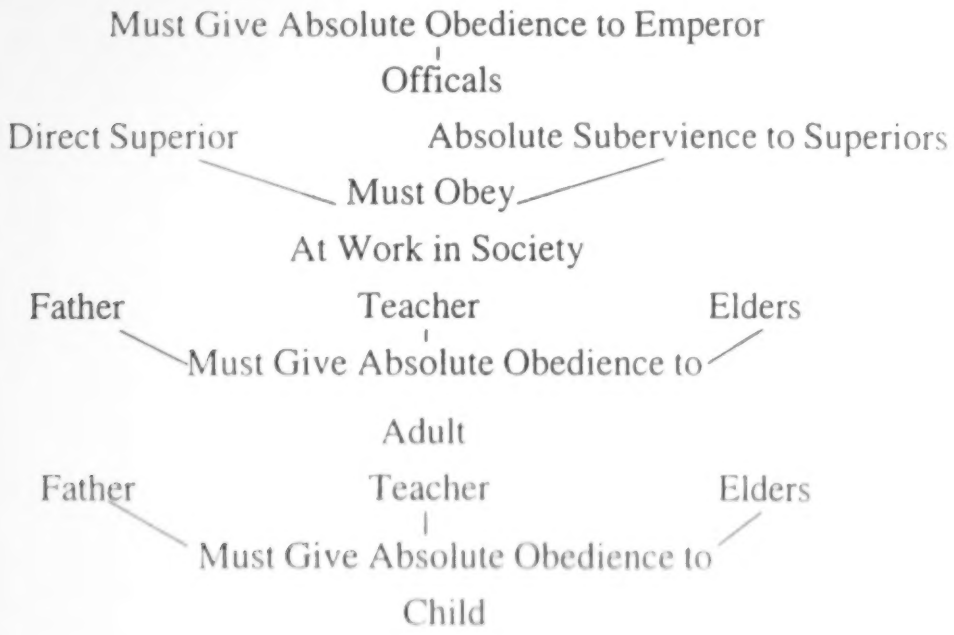
APPENDIX E

Classical Hierarchical System
(Smith, 1983)

Classical Hierarchical System (Smith, 1983)



APPENDIX F

Standards for English Language Material Development for Junior High School
(The Ministry of Education, Taipei, 1994)

Standards for English Language Materials development for Junior High School[1]

1. This English series, based on the Standards for Junior High School English Curriculum , was written and published in April, 1985. The items in this series were first compiled, field tested and revised before official distribution. Since 1989, revisions had been based on the opinions of educators using this series.

2. This series can be divided into four books for the use of the first and second year of junior high school English classes. Each book is designed to provide enough teaching material for one semester.

3. The content of the teaching material is simple and easy. The focus is on dialogue. In addition, meanings in this series can be demonstrated with concrete things, maps and actions.

4. The activities of this series mainly focus on oral practice. All the activities should be followed closely in order to reach the prescribed goals.

5. Sentence patterns and vocabulary should be controlled. Sentence patterns should be taught from the short and simple ones to the complex and complicated ones. Frequently used vocabulary should be introduced first. Book III covers 217 new words.

6. The sentence patterns and grammar concepts introduced in this book are sufficient for students to use at the current stage. Do not supplement this

[1] Translated from the Chinese by Yi-Hsuan Gloria Lo

series with outside teaching material in order not to put too much burden on students or disturb the learning order.

7. Beginning with Book III, very difficult items are marked (*) except those in the reading, so that teachers can decide whether they want to cover them or not based on the students' level and instructional time.

8. As far as instruction of the alphabet is concerned, printing will be first introduced in Book I and beginning with Book II cursive writing can be introduced based on the circumstance of instruction.

9. The phonics of this whole series, KK phonics, is based on the book A pronouncing dictionary of American English complied by two American linguists, J. S. Kenyon and T. A. Knott.

10. Tapes accompany this whole series (For more information, please consult Taipei Cheng Chung Bookstore). Practice should go hand in hand with these tapes in order to have effective instruction.

11. For each book, there is a workbook for students to practice.

12. For each book, there is a Teacher's Manual for teachers to consult. All the teaching methods and procedures for using the teaching material are explained in detail.